DOCUMENT RESUME

ED 188 732 JC 800 451

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TITLE	One State's Efforts to Get Serious about the High Risk Student: Assessment, Faculty Advising, Career Planning, and Developmental Education in Oregon's Community Colleges.
INSTITUTION	Oregon State Dept. of Education, Salem.
PUB DATE	Jun 80
NOTE	133p.: Four papers developed through a grant titled "A Project to Improve Vocational Guidance Services and Programs for the High Risk Students in Oregon Community Colleges"
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Career Counseling: Career Development: Community Colleges: Counseling Techniques: Counselor Characteristics: *Developmental Studies Programs: *Educational Counseling: *Educational Diagnosis: Educational Improvement: Faculty Advisers: *High Risk Students: Literature Reviews: Nontraditional Students: Program Effectiveness: School Holding Power: Self Evaluation (Individuals): State Colleges: *Student Characteristics: Two Year Colleges: Vocational Education
IDENTIFIERS	*Oregon

ABSTRACT

As part of a research project undertaken to strengthen vocational and academic counseling for high risk students in Oregon's community colleges, this report provides four essays which review the literature and state of the art of assessment, developmental education, career development, and faculty advising at the community college level. First, Jerry Johnson discusses the various ways in which developmental education staff in Oregon attack the problem of the high risk student. His analysis includes a description of such students, an examination of the inadequacy of traditional educational methods in meeting their needs, and an enumeration of the administrative and instructional steps that can be taken to improve the chances of student success. Next, Jewell Manspeaker addresses the issue of the entering characteristics and abilities of community college students and points out factors to be considered in designing an economically efficient, entry-level assessment system. Bill Segura then examines current faculty advising practices in Oregon and discusses the characteristics of successful developmental advising programs. Finally, Richard White explores the problem of providing adequate career development services within the limitations of personnel, budget, and time. Each essay includes a selected bibliography. (Author/JP)

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ONE STATE'S EFFORTS TO GET SERIOUS ABOUT THE HIGH RISK STUDENT:

ASSESSMENT, FACULTY ADVISING, CAREER PLANNING, AND DEVELOPMENTAL EDUCATION IN OREGON'S COMMUNITY COLLEGES

June 1980

Four Papers developed through a
Grant Titled A Project to Improve
Vocational Guidance Services and Programs
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JC 800 451

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A PROJECT TO IMPROVE VOCATIONAL GUIDANCE SERVICES AND PROGRAMS FOR THE HIGH RISK STUDENTS IN OREGON COMMUNITY COLLEGES

In the spring of 1979, the Deans of Students of the thirteen community colleges in the State of Oregon joined together into a consortium to work on the common problem of the "high risk students." They applied for and received a grant. The purpose of the grant was to strengthen vocational and educational guidance services in Oregon community colleges so that students characterized by "failure identities" would experience improved opportunities for success.

This proposal, titled A Project to Improve Vocational Guidance Services and Programs for the High Risk Students in Oregon Community Colleges was funded by the Oregon Department of Education Vocational Guidance monies, Student Services Section, for the fiscal year 1979-80.

One of the grant activities was to address four specific areas of need through research and the writing of a state-of-the-art paper. The four areas were assessment, developmental education, career development and faculty advising. Four Oregon people, Dr. Jerry Johnson, Director of Developmental Education at Linn-Benton Community College; Dr. Jewell Manspeaker, Specialist, State Department of Education; Mr. Bill Segura, Director of Counseling at Chemeketa Community College and Dr. Richard White, Director of Counseling at Southwestern Oregon Community College were selected to do the state-of-the-art papers on these topics.

These four papers, presented here, include an appropriate and current review of the literature; a review of the related practices in each of the areas on Oregon community college campuses; a review of national practices and trends in each area; and a conclusion by each author with predictions, priorities and recommendations for the future as deemed appropriate to each topic area.

Dr. Jerry Johnson's paper on developmental education is titled "Developmental Education: Band Aids for the Dinosaur." Dr. Johnson discusses the various ways the developmental education staff in Oregon approaches the problem of the high risk students in developmental education programs in Oregon community colleges. Dr. Jewell Manspeaker's paper, "Surviving the Revolving Door; Promises, Pitfalls and Priorities of Entry Level Assessment", addresses the issue of assessing the entering characteristics and abilities of the community college student. "Academic Advising: Current Practices and Future Directions," is by Mr. Bill Segura. This paper is an in-depth look at the current practices in Oregon and gives some specific ideas for improving the faculty advising procedures. The fourth paper, "Career Development in Community Colleges", is by Dr. Richard White. This paper looks at the task facing the community college counselor of providing the full range of career development services that current and potential students need within the limitations of personnel, budget and time.

It is hoped that these four papers will provide insight into the problems of students identified as being "high risk" as well as some possibilities for solving the problems.

On behalf of the steering committee of the grant, thanks goes to each writer for their work in their chosen area and a special thanks goes to Donna Watts, typist, for her hard work and patience in providing the final copies.

Julie A. Searcy
Project Coordinator

DEVELOPMENTAL EDUCATION:

BAND-AIDS FOR THE DINOSAUR

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DEVELOPMENTAL EDUCATION: BAND-AIDS FOR THE DINOSAUR

The State of the Art

A major development in Oregon and at the national level is a growing sensitivity on the part of faculty, administration, and boards to the problems relating to High Risk students. This sensitivity is occurring for various reasons: a national movement of "back to basics", a shift politically to a more conservative position, and numerous national conferences focusing on the High Risk student. In Oregon we have had a series of workshops targeted on the part-time and High Risk student. We also have a concerned state office staff receptive to ideas and a rather active though loosely knit state-wide group of Developmental Educators.

Whatever the reasons, the important factor in Oregon is that institutions are concerned, that self assessment is taking place, and that critical questions are being asked.

Current Practices—National Level

At the national level it appears that we in D. E. are not going to be lacking customers. A recent study supported by the Ford Foundation indicates:

2 million adult Americans never attend any school
14 million more never finish the fifth grade
10 million more drop out between fifth and eighth grade
30 million drop from high school
56 million without diplomas.

Two to four percent of this 56 million will probably never enter adult education programs because they view those efforts as not relevant to them.

Fifty four million potentially will enter adult education, many coming to the community colleges. From that group, 20-35 percent are likely to be illiterate. Nationally, 20 million illiterate non-high school graduates will attempt to return to education. (Hunter/Harmon, 1979)

Northcutt's study (1975) found similar statistics when he asked the question, "How functionally competent are U. S. adults?" The answer, in general, was "not as competent as we thought." Approximately one third (39 million) of the U. S. adults are functioning with difficulty. One fourth (29.5 million) are functional, but not proficient, in math and English with 16 percent (18.9 million) unable to cope successfully. Northcutt was not measuring grade levels, but ability to perform life tasks. The literature, personal experience and observation all indicate there are enormous numbers of people who could be served by community colleges, specifically the D. E. programs. Most educators in the field are seeing continued growth of their programs and all indications are that the problems will continue.

The high school diploma is the entry key that many of these people lack; without the diploma they cannot enter apprenticeship classes, join the military, or go on for further schooling. One avenue used to gain the diploma is the G. E. D. The standards for passing this test vary across the country, but in Oregon they need:

In Writing skills: 80 questions - 28 right

In Social Studies: 60 questions - 21 right

In Science: 60 questions - 18 right

In Reading Skills: 40 questions - 15 right

In Math: 50 questions - 16 right.

This means that scoring between only 30 and 40 percent of the questions right is high enough to pass the G. E. D. and receive the equivalent of a high school diploma. However, having a G. E. D. gives many people the hope that they can return to school and be successful.

To deal with the problems of students who come unprepared for college level work, four-year and community colleges across the country have for the past decade been establishing "Learning Centers", "Learning Assistance Centers", "Developmental Centers", etc. Most of them in the earlier years were concerned about the stigma of "remedial education" and much preferred the label of "developmental". Throughout the four-year schools and in many of the community colleges, much more emphasis was placed on writing skills than on any others.

Gradually the emphasis has shifted from earlier focus to today's much broader base of helping prepare for or assist in survival at college. This has meant growth in working with reading skills, study techniques, life-coping skills, survival vocabularies, etc.

Throughout the literature are several major trends. In a major project in Wisconsin students combine education with experience in business and industry. This theme, of sharing the educational process, has relevancy and community support.

"Intensive" and "intrusive" advising are words that appear, often directly related to another term, "self-advising". El Centro Community College in Texas and Valencia Community College in Florida both make use of modified approaches on this theme.

California and other states are increasing their use of T.V. and other media to deliver instruction, while other areas are concentrating on improved readability of the materials presented.

"Peer tutoring/counseling" is a term heavily used in workshop agenda and in the writing. California and Kentucky are working on networks for sharing information and resources.

Recruitment

At many colleges one driving force is the production of FTE (full-time equivalent student). FTE's drive the money machine, which keeps everything operational. Predictors of such things, however, tell us that the numbers of students, as we currently know them, are and will be decreasing in the immediate future. Indicators are that schools will close for lack of students, and the message is very clear: recruit - bring in new students.

Community colleges in general do very well at this game; they know how to find new groups, to retread old groups and run them through again, etc. But, a problem which has been around for a time keeps nagging - large numbers of students who are recruited don't stay; they drop out.

Some colleges have come to the conclusion that if they could just hang on to the students they have spent time and money recruiting, they could reduce their FTE problems. Other colleges take this view - there is a large population out there they have never had a need to recruit before, and now is the time to do so. In both cases we are talking about students that are now labeled "High Risk".

Current Practices/Trends: Oregon

Phone conversations with representatives from several of the smaller Oregon colleges indicate they are approaching the learning problems of High Risk students differently than the larger schools. First, the traditional classroom model does not work effectively for them, primarily because of the diversity of High Risk students to be instructed. Because of the mixture of instructional needs within a particular setting and the small numbers of students with each type of need, these colleges are moving more toward individualized instruction. This is usually some form of modularized or packaged instruction, supported with instructors, tutors, or media. These modules of instruction are both commercially produced and instructor developed.

Secondly, of those questioned, all had some form of instruction dealing with "Life-Coping Skills". This involves help with the basic problems of surviving from day to day; i.e., consumer credit, check writing, survival literary, banking, legal help, etc. These skills are taught either as part of an instructional package or as separate classes.

Third seems to be a movement toward establishing mastery levels for subject areas and holding those requirements constant while allowing for time variables to achieve those levels. This is more easily applied in the math and science fields where sequences of information are fairly well defined. Two problems arise as part of this approach: (1) the limited range materials available to be used in this fashion, and (2) the methods used by the particular institution to charge fees, collect FTE and report instructional efforts to the state. This type of instruction does not fit well under our typical academic model and presents difficulties both in the reporting process and the funding cycle.

A fourth area used by some and being considered by others is placement of High Risk students in some type of a holding pattern prior to entry into regular coursework. This approach has met with some success. However, it also presents some problems that need to be solved: i.e., requirements by agencies that students be full time in a direct training activity and a basic reluctance on the part of many students to "waste their time" with courses that do not directly apply to their major area of study.

A partial solution to the problem of not being in a direct vocational trade is course work utilizing the vocational skills lab approach. In this attempt, the student is developing both academic and vocational skills while in a vocational setting. These students work in the vocational skills lab until they have achieved the basic competencies necessary to survive in the regular track. This allows students to declare a major and feel they are a part of a program.

Another approach being used comes from the realization that much of the material and some of the methods used in the typical developmental lab setting are not interesting or motivational for many of the students we hope to serve. To overcome this, some developmental educators are moving their services into general classrooms and labs. This requires a high level of acceptance and trust on the part of faculty and the actual delivery of services on the part of the development staff. Usually, these are small group activities, which involve tutoring, and are highly specialized to meet specific needs of the programs and the students.

Funding

Much of the supportive data about student success is not easily applied to developmental education because college evaluation systems are related to programs and students success and/or failure in those programs. The institution needs to maintain a perspective about developmental education activities, and the developmental educator needs to establish methods to validate instruction and activities as being effective in producing results.

Related to the increased awareness about High Risk students is the realization that delivering service to them is expensive. Individualized instruction or intensive care is often more expensive than the typical classroom approach. If an institution is concerned with the cost per FTE, there are immediate problems with developmental education.

What is a High Risk Student?

As usual, difficult questions arise, such as these: What is a drop out? Why do they drop out? Who are the High Risk students? What services should (or can we) deliver to them? How will these services be delivered? Who will be accountable for the success and/or failure of High Risk students? What constitutes success and/or failure for this group of students?

Moore (1967) surveyed a dozen or more authorities on two-year colleges and came up with the following High Risk definition: "students age, erratic academic performance in high school, economic plight, unimpressive standardized test scores, and racial/cultural/class background, place them at a disadvantage in contention with the vast majority of students applying for entry into college." They also probably are first generation college enrollees, have few intellectual contacts, need remedial work, are the children of lower class workers, and represent a high percentage of minority. Additionally, the conditions of their upbringing probably depress their intelligence, motivation, and self concept.

Moore goes on to state that the commonly accepted description (above) is merely a hypothesis and that a careful review of limited research explodes one after the other of these commonly accepted facts. There are numerous examples of High Risk students who manage to overcome their disadvantages and are successful. On the other hand, many students who have all the skills, appropriate background, etc., do not succeed. This is usually attributed to motivation.

High Risk students can be identified. They are different from traditional college students; their social and cultural values are different. The point is that being different does not explain why they are not successful, and/or motivated.

Each institution will probably arrive at a different definition of "High Risk". Some will use test scores to make the determination, and some on the basis of personal interaction through the advising process. Others will be referred by instructors or agencies, still others will be self-referrals. Mainstreaming activities will bring students with limited potentials to the campus. Our Disadvantaged and Handicapped grants tend to recruit new groups that may not have full potential for college work. The result at the community college is that we are seeing more and more students who fit the "High Risk" patterns. However, only limited changes within the college structures are occurring to accommodate them.

The Dinosaur

A dinosaur as defined by Webster and slightly modified for our purpose is: Dino - from the Greek deinos, terrible - a combining form meaning terrible or dreadful. The saur comes from the Greek - sauros, lizard: extinct flesheaters usually walking on their hind limbs.

Our educational dinosaur is maintained by persons walking on the hind limbs, probably not extinct and in some cases dreadful. The part of our dinosaur that is most dreadful is the philosophy on which it is based - a weeding and sorting model.

Our basic model comes from the academic world and was created hundreds of years ago. It was designed to be somewhat group-oriented, with the assumption that the students facing us in the classroom would have somewhat similar levels of skills and abilities as well as similar backgrounds and experiences.

It is further assumed that the students would be approximately the same age and that generally they would be fairly clear about their long-range goals and objectives. Our academic model also makes the assumption that any subject presents a great deal to learn and that information which needs to be assimilated can be sequenced. This process takes time and a long-term commitment; the academic model thinks in terms of years of study, broken down into sequential segments of quarters or semesters. These semesters or quarters constitute our courses, which encompass a group of students, a teacher, a fixed-time course of study, and a norm-referenced curriculum. The goal of this activity for the past decades has been education for all, but not for each.

The basic design is not effective in providing success for each because of the idea from which it originated. We are seeing more and more students who either drop out of high school or manage to complete at a marginal level. John Roueche has spoken of the increasing numbers of sections of "Bonehead English" at the more prestigious institutions to graphically illustrate the problem.

Each of the assumptions about the dinosaur does not fit well with the "High Risk" population: the students do not have similar ages, skills, backgrounds, or experiences. They do not have clear life goals, they do not have long-term commitments to education, and in many cases they question the relevancy of curriculum demands. They see little need for the progression of knowledge in a sequential fashion and voice a desire to learn only the pieces that have immediate utilization.

Students are told or have come to believe that education is the key to success. It potentially can solve some of their problems, perhaps providing upward mobility. Whether they come to college voluntarily or are recruited, they hope to find answers to their problems. A large percentage are High Risk, disadvantaged, or non-traditional. They often demonstrate inappropriate behavior and are characterized by feelings of powerlessness, worthlessness, alienation. They come with unrealistic aspirations, they lack problem solving skills and experiences. They are hostile, aggressive, and cccasionally delinquent (Roueche and Kirk 1973).

These students represent a portion of our society that many faculty have difficulty working with, some in fact believe it to be a total waste of their time and effort to attempt to salvage them. The students do not perform in the accepted pattern and do not respond to the approaches that the faculty have used successfully in the past. These students are products of instant society - fast food, immediate coverage of world events via satellite, instant everything. Yet, we at the community colleges say to them, "Come spend a year or two in a training program." The student often arrives at the door wanting satisfaction to an immediate goal: "I want to learn to weld so I can get a job"; translation, I want to learn to weld enough to repair the broken trailer in my backyard so that I can move to ——.

At the community college we ask the student to take an entrance exam, go through orientation, and stand in line at the admission window, the financial aids window, and perhaps the veterans' window. They must have an appointment with a counselor and/or advisor who tells them what they need is our two-year Associate of Arts degree, or at a bare minimum we might mention the one-year certificate program. Then we direct the student to go stand in the registration line and then in the payment line. Many students do not have the ability to plan their lives 3 weeks ahead, perhaps even to survive economically that long, yet we advise them into a one- or two-year commitment and then demand prepayment for the next three months for services they feel will probably be unsuccessful.

A portion of our faculty who will work with these students have a paranoid view of themselves. Because many come from the secondary school system or from industry or business, a fair number still view themselves as second-class citizens in the academic; i.e., compared to their colleagues at the college and university levels. Those in academic areas respond by vowing that their students perform as well or better than their peers at the four-year schools. Standards are established and activities are determined, which are appropriate for the small numbers of academic transfer students that come through our doors.

Some of our vocational instructors also feel this pressure. Although they come from a business and industry mold, when they arrive on campus they soon determine what is necessary for them to become equal to the academic peers. They establish programs with requisite academic hoops to jump through. They adopt a course textbook with readability of grade 15 even though it may never be used except as a reference tool since it was written by a vocational expert for other vocational experts. They work with advisory committees who help them establish entry standards for the field, often far beyond the actual entry level skills. The problem is that, they are not in fact training students for entry level jobs, but for potential future jobs: straw boss, junior manager, shop foreman, etc... Preparation is designed so that the student will be able to progress up the career ladder when on the job.

When students do not succeed in our process, one factor named over and over again in the literature is a poor or negative student self concept. Hundreds of articles, research reports and project summaries refer to the effect of negative self concept.

Many teachers believe that High Risk students have negative self concepts. Yet how was such a disease diagnosed in the students? A number of instruments claim to measure whatever a negative self concept is, but most teachers don't know of them or use them to determine if the disease is present. We merely look deep into their eyeballs and observe the negative signs.

If, that as a group the High Risk students do indeed have a poor self concept, what specifically distinguishes the High Risk from the Low Risk. What is a positive self concept? How can an instructor identify one? Is a poor self concept a cause of an effect or poor achievement? Because large numbers of low achievers and remedial students are minority group members, can we then conclude that poor self concept is related to ethnic or cultural background? Re-entry women, disabled truck drivers, career changers, out-of-work seasonal employees, and many others are assumed to have a "poor or negative self concept." Does a poor self concept mean that the student will be a poor achiever in all subjects or selected ones? How do we explain the student with a poor self concept in math/reading who excels at small engine repair? Do the students have a poor self concept because they do not know how or because they are not able to learn how to do something?

In Developmental Education and in Student Services we talk a great deal about improving students self concept. The questions above are asked in hopes that we will begin coming up with some answers before we stereotype students and pre-determine paths for them. The two educational outs of social/economic disadvantages and poor self concept provide an easy way to transfer the blame (guilt) for the learner's failure to the learner and allow the institution and the academic experts to escape responsibility for the failure.

Another easy out for the educator is the equally vague term of motivation. Some instructors believe that students should be ready to learn when they walk in the door. They should be clear about their plans, know what they are doing, and recognize the risk. But it doesn't work for a large number of students. The teacher must take part in the process, assume some responsibility for helping to establish goals/directions and then help the student achieve those goals.

Bloom, Bruner, and others have shown that nearly anyone, given sufficient time and assistance, can learn almost anything. What we in the community college keep attempting to do with High Risk students is to put them back through the education for all process. For many of them such an approach is guaranteed failure; they have been there before. What we need is an educational approach for each.

Community Colleges have adjusted well to changing demands from the community. Now the question is how well they can adjust to the different types of students they are seeing from those same communities. Those are people who did not succeed in the academic model before, yet we are recruiting them back to try again. They do not feel good about their abilities to learn academic information, yet we are primarily going to lecture to them.

One of the purposes of this paper is to make suggestions and recommendations to cope with these problems. Let me break those into long- and short-range categories:

Long Range: things we know we should do, most of which are not new. We must:

1. Work closely with our presidents, boards, and state legislature, concerning the funding patterns for High Risk students. If we are going to serve these students effectively, the expenses will be higher than for usual classroom/laboratory activity. It would be wise for each of us in Developmental Education to clearly identify instructional and necessary indirect (non-instructional support activity) costs. Once we know the actual cost of these services we should match that information with our FTE production and the related success stories of our students in order to

prepare fully documented requests for appropriate funding levels as part of state formulas.

2. Instructionally we need to get our own house in order. All too frequently the final destination of a class is unspecified by the teacher and unknown to the student. Many classes are specific about what is going to take place and what students will encounter along the way, but a clear picture of the purpose, goal or objective of the instruction is missing. Students should be very aware of the objectives of the class, not just what will be covered, but where they will be at the end.

   I suggest that instructional units spend considerable time making clear the objectives of their course work. We in Developmental Education need to look closely at ourselves and assure that we can specify our goals. I'm not suggesting that we return to the era of behavioral objectives where the student will be able to perform at the X level in such amount of time, but somewhere between that and where we are now. A quick look at our catalogs makes me nervous about what we imply we do. We are not specific about who can profit from our classes (entry levels), what they will learn (vague statements about improving their comprehension, reading rate, and vocabulary), and how they will know when they have achieved whatever it is we hope they will achieve.

3. We need truly to believe in and practice as individuals and institutions the concepts of life-long learning. The fact that students appear, disappear, and reappear should not cause us to penalize them because it causes us headaches. Yes, the students should be measured against a standard and, yes, they should know what those standards are. However, we run into trouble with the

time factor. It is necessary to achieve the standard (competency) according to a set time pattern. I suppose that the time factor is critical for some courses, disciplines, or programs, but large numbers of our courses in fact need not be measured in traditional ways. The important criterion is: did the student learn the body of information required?

Because of conflict with the time factor, large numbers of students walk away from education. They returned to college, in some cases after long soul searching, and have again been unsuccessful. Unfortunately, we expect the student to fit our academic time model of quarters/semesters, and many do not. We must create a learning situation where the student learns how to learn, yet feels the freedom to leave and return without penalty. As the students feel the need or job/society requires upgrading, the student should feel at ease returning to a learning environment. This is, in fact, happening in other sectors of the student learning such as correspondence, use of newspaper, T.V., and on the job. Why not on community college campuses?

4. A critical element missing is the transition from our Developmental Education programs into the regular academic world. We need to either (a) spend more time preparing students for that transition, or (b) work on changing the dinosaur to be more accommodating of student needs.
5. If the literature is accurate about the numbers of times that each of us will need to train/retrain ourselves because of job change or technological advancement, the schools must play a vital role in that process. Yet a major portion of our scheduling

resources and efforts is geared toward the traditional full-time academic student. We have limited offerings in short-term time frames other than the community service sections. Our support staff work 8 to 5 and abandon the dinosaur at 5:00 when many of these students are also getting off work. The part-time staff which operates our college during the off hour often does not have the time or information required. The experts are at home and not available.

6. A great deal has been written and discussed concerning alternative patterns of education. Let me just mention three points. First, if people choose an alternative way to achieve, we in education must assure that those people achieve to the same or higher levels as compared to traditional approaches. Second, alternative learning must become available on campus, not just off campus. Third, we in education must improve the roadmaps that people use through our maze: the catalogs, brochures, class schedules and course outlines.

If life-long learning is to work, it will take institutional commitment and resolve to bring about the changes necessary to have this transition occur. This is difficult to accomplish during times like the present; it is very difficult to convince faculty and staff of the worth of such ideas when all kinds of students want to register to take classes. Their stock answer is: What problem? We have plenty of FTE's, lots of bodies; we must be doing something right. Look at all those people who keep coming - so what, if we lose a few?

Short Range

1. Computer literacy is a term beginning to appear in the literature. There is a need for instruction in how to talk to, work with, and make use of this thing called a computer. Community college faculties should be knowledgeable about computer language and able to interpret for students how these machines are taught to work. The mystery of the process and the computer print-out must be solved.
2. Institutions must sit down and deal with basic philosophical questions which help determine the operational directions. A major problem for Developmental Education is whether we are to deliver intensive care to small groups or limited services to larger groups. Depending on the answers to the philosophical question, a whole series of concerns appear.
3. Community colleges need to clearly establish what services they are equipped to provide and to which groups of people they are going to provide those services. Do we establish holding patterns or extensive referrals to other agencies?
4. We need to continue shifting counseling services toward guidance. The numbers of High Risk students and the diversity of their demands make the traditional counseling mode of one-on-one literally impossible. The choice involves either greatly increasing counseling staff (unlikely) or changing the basic mode of operation.
5. As the High Risk student load becomes intense and too large for the counseling staff, one possible answer is greater utilization of other resources for advising faculty and staff. We should

greatly improve the advising process so that it does become a process rather than the start to a process. Counselors and developmental staff become advisors (consultants) to faculty who work with groups of students in an advising situation focused on a long-range perspective. The advisor and student must come to know each other throughout the time that the student is at the college.

6. Hand in hand with improving the advising model is a willingness to revise the definition of what constitutes student success. Short-range, immediate goals seem most appropriate for retaining students, although goals can be and should be revised as the student progresses. It would seem logical that the advisor and the student would work out what "success" means to them and use that definition as the criterion rather than the completion of an AA degree or the receipt of a certificate.
7. Directly related to advising and determining what "success" means is the ability of the organization to provide the necessary services to help achieve the goal or goals. This implies the capability to identify very early in the schooling process (week 1 - 2) those needing help.
8. We need to determine if we as an institution can in fact provide the services needed. In many cases we are kidding ourselves that we can do anything about the problems, yet we attempt to put a band aid on the wound. We need to have a much clearer picture of what we do well and what we cannot, along with a precise process for referral to those people and agencies who can help when we cannot.

9. In Developmental Education we must come to grips with whether we are going to be skills developers or change agents in peoples lives. Many of us have used the training of skills as a comfortable place to operate. When someone did not improve in skills, we often agonized over the problem, but it remained their problem.

   Now, however, we are seeing more and more students who need our services yet do not improve the way we would like. Why? What is different about them? One difference is student attitude. In many cases, that attitude must be changed before much skill development will take place. Counseling can help, but the developmental educator is the person who can provide day to day reinforcement to direct and assist in these attitude changes. It follows, then, that developmental educators need to improve their skills in helping other people look at attitudes about learning.

10. We are seeing increasing numbers of students whose native language and culture are different. A facet of this population is an increasing number of students who are not literate even in their native language. Instructionally, these students are particularly difficult to work with because of their lack of language skill; it becomes necessary to develop in some cases a written native language first, before the transfer of language to English.

11. Because of fairly recent legislation, we at the community college now see and will see more students who are severely academically disabled. The legislative mandate requires that these low-ability students be mainstreamed in programs. They, in many cases, do not have basic coping skills and usually have very limited career skills, yet they appear at the community college for instruction. Questions

about whether we are to become another support agency and whether we should or should not be dealing with these students have not been addressed.

12. A quick word about one other major problem. The community college concept is based on the idea of a commuter college. Our original designs and planning were around the concept that the student could easily travel short distances to us. In our present gas-short world this does not sound as good as it once did. It is no longer cheap or easy to get to college. We need to rapidly modify the delivery of some of our services to fit the changes.

Summary

I realize that it is not likely that the dinosaur described in this paper will go away or quickly evolve into some new form that is more appropriate. The answer then is to improve the band aid. To accomplish this, we need to:

1. Determine and agree upon levels of proficiency in commonly needed skills of living, reading, speaking, writing, computing, problem solving and just plain survival. Because of our rapidly changing system these levels of understanding must be reviewed and modified regularly.
2. Develop individualized education programs, rather than plug people into curriculums, with the student, teacher and resource people assisting writing, modifying, and carrying out that plan.
3. Vastly improve our systems for diagnosing problems, and prescribing for those difficulties.
4. Become much more sophisticated in our use of instructional media and technology.

Who receives the benefit from being labeled a failure? Can we (higher education, specifically the community college) change toward being truly supportive of people in their quest for knowledge, or do we continue with the patterns and processes designed to maintain tradition? Do we continue to put band aids on the dinosaur?

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CONTROLLING THE REVOLVING DOOR IN THE 1980s: PROBLEMS, PROMISES AND PRIORITIES FOR ENTRY-LEVEL ASSESSMENT IN COMMUNITY COLLEGES

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CONTROLLING THE REVOLVING DOOR IN THE 1980s: PROBLEMS, PROMISES AND PRIORITIES FOR ENTRY-LEVEL ASSESSMENT IN COMMUNITY COLLEGES

Introduction

For decades, community college educators have been addressing problems associated with providing comprehensive educational opportunities to greater numbers of students with increasingly diverse needs, abilities and goals. Very few of the problems that educators faced in the 1970s were truly different from those faced earlier. Nonetheless, dramatic changes have taken place during the last ten years, causing certain issues and strategies to become much more crucial than ever before. Those changes may become more critical in the decade ahead.

During the last ten years, the number of community college students has increased dramatically and the students' characteristics have changed significantly. Some seventy thousand students were attending Oregon community colleges in 1970. This year, 1980, the same schools will enroll over a quarter of a million students. In 1970, the majority of Oregon's community college students were late adolescents, who enrolled in community colleges after recent, successful experiences in high schools. Today, most community college students are over the age of twenty-five, and a growing percentage have known more failures than successes in their school experiences. Roueche (1978) reports that the average student entering community college today reads somewhere between the eighth- and ninth-grade level, and he predicts that 20-35 percent of these entering students are functionally illiterate (reading below the fourth-grade level). (p. 29) Clearly, many of these students need specialized help if they are to persist through their community college programs.

Retention rates at community colleges have been found consistently to be considerably lower than those of four-year schools. As a rough estimate, Cope (1978) suggests that less than half of all entering first-year students in community colleges are likely to return for a second year. He states that "... about 20 percent will eventually earn an associate of arts degree, and less than 10 percent are likely to go on for a baccalaureate degree." (p. 3) There are many reasons why these retention rates are as low as they are. Miller (1978) and others have found that problems extrinsic to the college are most frequently the cause of student withdrawals, and Hoyt (1978) and others have demonstrated that attrition research is often misleading. Nonetheless, Roueche (1978) is probably correct when he states that if a student enters a community college with weak reading skills, study skills, and motivation, then "... the odds are tremendous that he will not persist through one semester in a typical community college program." (p. 30)

Certainly, no one wants to perpetuate this condition, and community college educators are actively reducing these odds for many students. Roueche reports that "... it is possible to have a student experience three or four grade levels of reading improvement in one semester in a well-designed developmental program." (p. 30) During the 1970s, such developmental education programs expanded dramatically. From enrollment data on file with the Oregon Department of Education, it can be estimated that the number of community college students taking developmental education courses more than quadrupled in Oregon between 1970 and 1980. During the 1980s, it can be anticipated that enrollment growth will continue to climb in the developmental skills areas as increasing numbers of students enroll with weak academic skills and low levels of confidence and motivation.

It is impossible, however, to place students in appropriate educational programs, developmental or otherwise, unless careful efforts are made to identify the needs that entering students bring with them. The practice of assessing the entering characteristics of students is not new to community colleges. Most community colleges have been providing assessment services of some kind from the time they were founded. Monroe (1972) found that 75% of the community colleges he had surveyed provided diagnostic testing of skills in communication and computation. More recently, Roueche and Snow (1977) found that 83% of community colleges offer diagnostic testing or assessment. In 1980, all thirteen community college districts in Oregon reported that entry-level assessment services are made available to students.

As community college student bodies have become more diverse and as community college programs have become more comprehensive, the practice of assessing the entering characteristics of students has become simultaneously much more critical to student success yet much more costly and difficult to provide. Traditional practices relied heavily upon reviewing the high school transcripts of entering full-time students and then testing those students who appeared to be in need of special help. That approach, while still useful, can no longer be expected to identify the needs of the majority of community college students. Most students have been out of high school (if, indeed, they completed high school) for several years. Most are not full-time students. And, most do not announce their intentions to become community college students soon enough to allow transcripts to be received and diagnostic testing to be evaluated. As a result, new strategies and techniques are now required to assure that opportunities for entry-level assessment are truly accessible to the students who need them most.

It is the assumption of this paper that such strategies must become commonplace among community colleges during the 1980s if community colleges are to become truly serious about meeting the needs of the many high risk students they will serve. The purpose of this paper, therefore, is to review current problems and practices of entry-level assessment, so that 1) the problems related to it can be clarified; 2) promising practices can be reported; and, 3) priorities for the 1980s can be suggested. To satisfy this purpose, each community college within Oregon was surveyed regarding current assessment practices, problems and priorities. A review of literature was conducted, and selected community college professionals outside of Oregon were contacted. The following findings and interpretations are presented as a result of these activities and in the hope that they may assist community college educators in their efforts to identify the diverse learning needs of the many students they will serve in the immediate future.

Problems in Entry Level Assessment

One major problem confronting educators charged with conducting entry-level assessment on community college campuses is that there is often no clear consensus regarding what assessment is and what should be learned from it. Roueche and Archer (1979) point out that "... the term 'assessment' is one of those paradoxical words that means so much it means nothing." (p. 1) Lenning (1977) makes the same point when he states that "... people cannot even agree on what some commonly desired learning outcome constructs mean, let alone measure them." (p. 14) This is a particularly difficult problem for community college educators because the needs of their students are so diverse that consensus is needed on a variety of issues and constructs before assessment can work well. Agreement regarding what should be assessed is all the more difficult to achieve since community colleges attempt to match the "individual character of students" with their comprehensive program offerings. (Lenning, p. 17)

Community college educators in Oregon identified some of the day-to-day implications of this problem. Several pointed out that academic advising based on assessment information does not take place as often as they would like. They indicate that academic advisors, usually faculty members, are not well trained to use assessment information. Others pointed out that responsibility for assessment functions is quite diffuse. The responsibility is shared by student personnel workers, department heads, and developmental education directors with too little coordination. In addition, Gleason Eakin, from Mt. Hood Community College, summarized concerns expressed by others when he stated that "... we feel a need to develop more effective methods for working with the developmental education student." Without a clear definition of entry-level assessment and the purposes it is to serve, academic advising, coordination of effort, developmental education and other programs and services cannot serve students effectively.

Another major problem has been referred to earlier in this paper. It is the problem of making entry-level assessment accessible to the students who need it most. Community college students have rarely been amenable to placement testing and assessment that is provided well in advance of their entry into academic programs. In most cases, they simply do not decide to enter a community college until the week of registration. This reality has been complicated greatly by the dramatic influx of part-time students during the last decade. These students register at various centers throughout community college districts. No pre-admissions procedures are required, and registration forms may not be processed until several weeks after each term has begun. Entry-level assessment procedures that were designed for full-time students who followed pre-admission steps are clearly unworkable for many of today's full-time students and the overwhelming majority of part-time students.

Oregon community colleges have not acted to meet the problems of making entry-level assessment available to part-time students. Most efforts to encourage students to participate in assessment and academic advising are now focused upon full-time students. Nonetheless, the Oregon community college educators surveyed recognized the need to expand their assessment activities. Jim Roberts of Clackamas Community College concluded that the open door admission concept, itself, provides the best explanation of why the college's assessment system breaks down most frequently. Others pointed out that more staff and additional resources are essential to make their desired system work.

Educators trying to make entry-level assessment available to all students are faced with one other major problem. It is the absence of clear procedures and inexpensive materials. Most Oregon community colleges rely upon standardized instruments, such as the College Guidance Placement Test, as well as locally developed math and English tests for their assessment tools. The findings of Roueche and Snow (1977) suggest that community colleges nationally rely upon similar instruments. Each of these requires a significant commitment of time from both students and educators. Given the nature of the students being served by community colleges as well as the limited resources with which college educators must work, it is unlikely that any of these instruments will be useful in making assessment available to large numbers of students. Somehow, instruments must become shorter and less complex without greatly reducing the validity and reliability of existing instruments if entry-level assessment is to be expanded effectively.

Promising Practices

During the last several years, promising practices within Oregon and throughout the nation have been implemented to address the problems of entry-level assessment for community college students. Clearer definition has been accomplished, so that consensus regarding information to be collected exists on a growing number of community college campuses. Some approaches have been proposed to make entry-level assessment available to part-time as well as full-time students. Several self-assessment instruments have been developed that would seem to be appropriate tools for helping entering students make some preliminary decisions about their educational needs. These promising developments have not been fully tested and were not found to be in use on many community college campuses as the decade of the 1970s came to an end. They are presented in this report in the belief that they may prove to be of greater significance in the decade ahead.

While recognizing that questions remain as to what entry-level assessment should tell us about a student and what tactics and specific instruments should be used, Roueche and Archer (1979) report that a certain amount of agreement now exists on the general kinds of information an institution should solicit from entering students:

> Reading level, basic mathematics skills, and language usage are basic. In addition, there are other measurable elements involved with student success—self image, attitude toward learning, learning style, and career aspirations, to name a few. (p. 3)

Further a taxonomy of student characteristics that potentially can be changed by college instruction has been developed by the National Center for Higher Education Management Systems (Lenning, Lee, Micek, and Service, 1976). It may become useful in identifying specific characteristics that may be affecting student success on specific community college campuses.

In-service training programs, publications and other staff development efforts are helping to make counselors, faculty members and other educators aware of the importance of entry-level assessment and the recent developments in it. Through its New Directions for Community Colleges series, Jossey-Bass, Inc. published an informative monograph covering various aspects of assessing student academic and social progress (Baird, ed., 1977). The National Institute for Staff and Organizational Development (NISOD) currently conducts workshops on student intake systems that touch upon the processes of entry-level assessment. In addition, NISOD's "Innovation Abstracts" have recently reported descriptions of specific entry-level assessment programs at selected community colleges. Further, the ERIC Clearinghouse for Junior Colleges is making a growing number of documents related to community college assessment approaches available nationally.

The growing body of knowledge about entry-level assessment, the emerging consensus regarding student characteristics to be assessed, and the increased efforts to communicate these developments would seem to provide community college educators with the means to bring clarity and definition to the entry-level assessment efforts supported on their campuses. They also provide ways in which to help instructors, counselors and administrators improve their understanding and expertise. Consensus has not been effected on most community college campuses, and understanding and expertise are often lacking, but key tools are now available to the college districts seeking to improve their current systems.

The body of knowledge and experience needed to make entry-level assessment opportunities readily available to part-time students would not appear to be at this same promising level. A review of literature and discussions with community college educators in Oregon and elsewhere failed to identify a single community college that is currently confronting entering part-time students with entry-level assessment. Intake systems for part-time students are kept as simple and short as possible. Students register in a variety of places - classrooms, satelite campuses, and their own homes - and attempts are made to keep the "red tape" to a minimum. Entry-level assessment would appear to fit the definition for "red tape" in the minds of many part-time students and community education directors. In addition, current levels of staffing, limited resources, competing priorities, logistical problems, and other factors stand in the way of greatly expanding entry-level assessment efforts.

Most entry-level assessment opportunities currently provided for part-time students are taking place in classrooms rather than through intake systems. Part-time students who find their ways into developmental education courses (adult high school, A.B.E., E.S.L., etc.) are likely to be greeted with a variety of achievement tests in reading, communication skills and mathematics. Most developmental education programs in Oregon go a step beyond placement testing. They provide skilled counselors and/or instructors who meet individually with students to interpret test results and help plan learning activities. Also, a growing number of life planning courses and seminars are being offered during evening hours. These classes often include aptitude and interest preference assessment as important components. In addition, many seasoned and sensitive instructors in a variety of disciplines choose to begin their courses with appropriate placement tests. This practice often saves many students from unnecessary failure while building confidence for many more who are well prepared for their coursework.

The final problem addressed in the previous section of this paper was that of identifying or developing inexpensive, yet appropriate, assessment instruments for the diverse students that community colleges serve. This has been a particularly knotty problem for those attempting to make entry-level assessment accessible to part-time students. Since community colleges are changing to meet the needs of their students, assessment instruments, as well as processes, must be evaluated continually for their effectiveness. To facilitate such an evaluation, a literature review and a survey of community college educators in Oregon was conducted to identify changing trends and promising practices. It was found that a variety of published instruments appear to be serving existing programs rather well. In addition, several self-assessment instruments were identified that may provide a promising means of expanding entry-level assessment opportunities to many more students.

Roueche and Snow (1977) found that locally designed tests are the primary testing instruments in use in community colleges today. A survey of Oregon community college educators did not confirm this finding. While many locally developed tests are in use in Oregon, particularly in the areas of communication skills and mathematics, Oregon community colleges have opted to work most frequently with published assessment materials. The Comparative Guidance and Placement Program developed by the Educational Testing Service is being used by four college districts, and other published batteries are in use elsewhere; the Nelson-Denny Reading Test is used by many; and the one self-assessment found to be in use in Oregon was developed at Valencia Community College in Orlando, Florida.

It was not the purpose of this paper to conduct a comprehensive review of the many assessment instruments now in use in community colleges. Buros' Seventh Mental Measurements Yearbook provides detailed descriptions, reviews and prices of the most widely used mental measurement instruments.

In addition, Roueche and Archer (1979) recently summarized the characteristics of a variety of entry-level assessment instruments found to be used by colleges in North America. (See pp. 18-22) However, no summary of the self-assessment instruments in use in America was found to be available. Specific instruments are reported in the literature, but it would appear that they have not been widely publicized. Since self-assessment instruments may prove to be very useful tools for reaching part-time students and many others not currently being assessed, it is believed worthwhile to describe several of the approaches that were identified through this study.

Self reports are not new to college campuses. In fact, evidence has been available for some time to indicate that students do report self-assessment questions honestly. (American College Testing Program, 1973) Current uses are somewhat different from those in the past, however, today they are being used as preliminary screening devices for matching students with appropriate courses or for helping students find their ways to more extensive assessment and counseling services.

The Empire State College incorporated self-assessment into its unique student intake system when the college was founded early in the 1970s. Palola and Lehman (1976) reported that this practice effectively supplemented the other assessment activities provided through the intake system. In 1973, Wilton Fowler and others developed an instrument for use at El Centro College in Dallas, Texas. Since that time, the instrument has been revised into a flowing document that helps students determine a variety of next steps available to them (El Centro, 1979). The instrument is usually used in small group settings. Assisted by one counselor and one peer counselor, students participate in a two-hour process of taking and scoring reading, math and language skills tests as well as the self-assessment tool. (Innovation Abstracts, 1980)

The Community College of Vermont (1978) developed a more comprehensive "Student Progress Portfolio" that includes assessment as one of its four sections. Planning, Implementation and Evaluation are also included within this handbook. Through it, community college students are helped to clarify their educational goals and priorities and to plan their academic programs. The assessment section provides specific exercises to enable the student to identify personal goals, personal attributes, and preferred learning style.

A team of faculty members and counselors at Valencia Community College in Orlando, Florida, developed and published the "Reading, English, Math and Study Skills Self-Assessment and Course Selection Guides." This instrument is tailored to the content of specific courses offered on that campus. Though it cannot be scored by the student, academic advisors and counselors can score it quickly and use it to help students plan their academic programs. The instrument would appear to have utility beyond the campus on which it was developed. Central Oregon Community College is currently using the instrument with reported success.

One final self assessment instrument would seem to hold promise as an initial screening device. It is contained in the "Application for Admission and Program Planning Profile" of the Johnson County Community College in Overland Park, Kansas. (Johnson County Community College, 1979) The Program Planning Profile section of the form collects student characteristics information, identifies student educational goals, determines extracurricular interests, and collects student ratings of their abilities in three skills areas - English, reading and mathematics. No procedures are provided to help the student interpret responses, and no information is provided within the document to inform students of the uses to be made of the profile nor the other assessment options available on campus. The form does, however, collect basic entry-level assessment information from each student applying for admission to the college.

None of the self-assessment instruments cited above may prove to be useful to most community colleges in their present forms. They do, however, provide an array of options that may lead to self-assessment approaches that will reach the students who will need such an intervention during the 1980s. Coupled with the improved achievement test batteries that are now available, they would seem to suggest a coordinated means of getting the right amount of assistance to each community college student.

Directions for the Decade Ahead

> "If We Don't Change Our Direction, We Are Likely To
> End Up Where We Are Heading."
>
> — Chinese Proverb

Two scenarios can be predicted for the future of entry-level assessment on community college campuses. The first portrays services very similar to those currently found on most campuses. The second describes a coordinated system designed to greatly expand the scope of services and the uses to which entry-level assessment is put. Each scenario is likely to be predictive of the services that will be found on many community college campuses within five to ten years.

A variety of conditions support a prediction that few changes will take place during the next ten years. It can be argued that relatively few changes occurred on most campuses during the last ten years, so that the assumption can be made that few changes can be expected in the next several years. As indicated earlier, most campuses were found to offer placement testing to limited numbers of entering students at the beginning of the previous decade (Monroe, 1972) and most were offering similar services at the end of the 1970s. (Roueche and Snow, 1977) Placement testing for matriculated, full-time students has been relatively accessible for many years and it may be likely to remain so.

Prevailing conditions suggest, however, that most community college students may continue to begin their course work without the benefit of appropriate entry-level assessment. Part-time adults, late registrants and reticant full-time students are not currently confronting entry-level assessment and are not likely to confront it in the future if present trends continue. Pressing financial limitations, alone, may restrict expansion of assessment services. Finding support for existing assessment activities will be difficult to accomplish; gaining approval for expanding them may be next to impossible. It is certain to be impossible unless counselors, faculty members and students begin to make better use of the assessment tools available to them. A lack of understanding, inertia and inaccessability currently limit the uses of entry-level assessment. If these conditions are not overcome through in-service training, innovation and assertive actions, then little support can be expected in the future from the administrators, faculty members and counselors who must decide how to use the scarce resources available to them. Without their support, few changes can be expected.

Systematic expansion of entry-level assessment services will require significant changes on most campuses. As indicated above, conditions may be expected to lobby against such changes on many campuses.

Nonetheless, several factors do support the notion that systematic expansion and improvement will take place during the decade ahead. Increased awareness of the needs of high risk students is leading to improved strategies, including assessment, for coordinating developmental education with other academic programs. Growing consensus regarding the roles that assessment can play in improving retention is enlisting new proponents. New and improved assessment instruments are providing better options. And, growing recognition that current practices simply cannot reach the majority of the students now attending community colleges — part-time adults — is providing impetus for change on many campuses.

Even where changes in entry-level assessment appear most likely, it is not clear that they will take place in an organized way. The factors noted above have already had impact on many campuses without yielding systems that effectively serve the large majority of students. As previously noted, however, promising practices are being pursued, and they are proving successful in many cases. As a result, it may now be possible to develop a coordinated, comprehensive entry-level assessment system that can reach students who need to be served at a cost that most community college districts can pay. In this writer's view, such a system would have, at least, four key components.

1. It would have a comprehensive set of assessment options in place.
2. It would have a centralized organizational scheme for coordinating these assessment options.
3. It would utilize a carefully selected array of valid and reliable instruments.

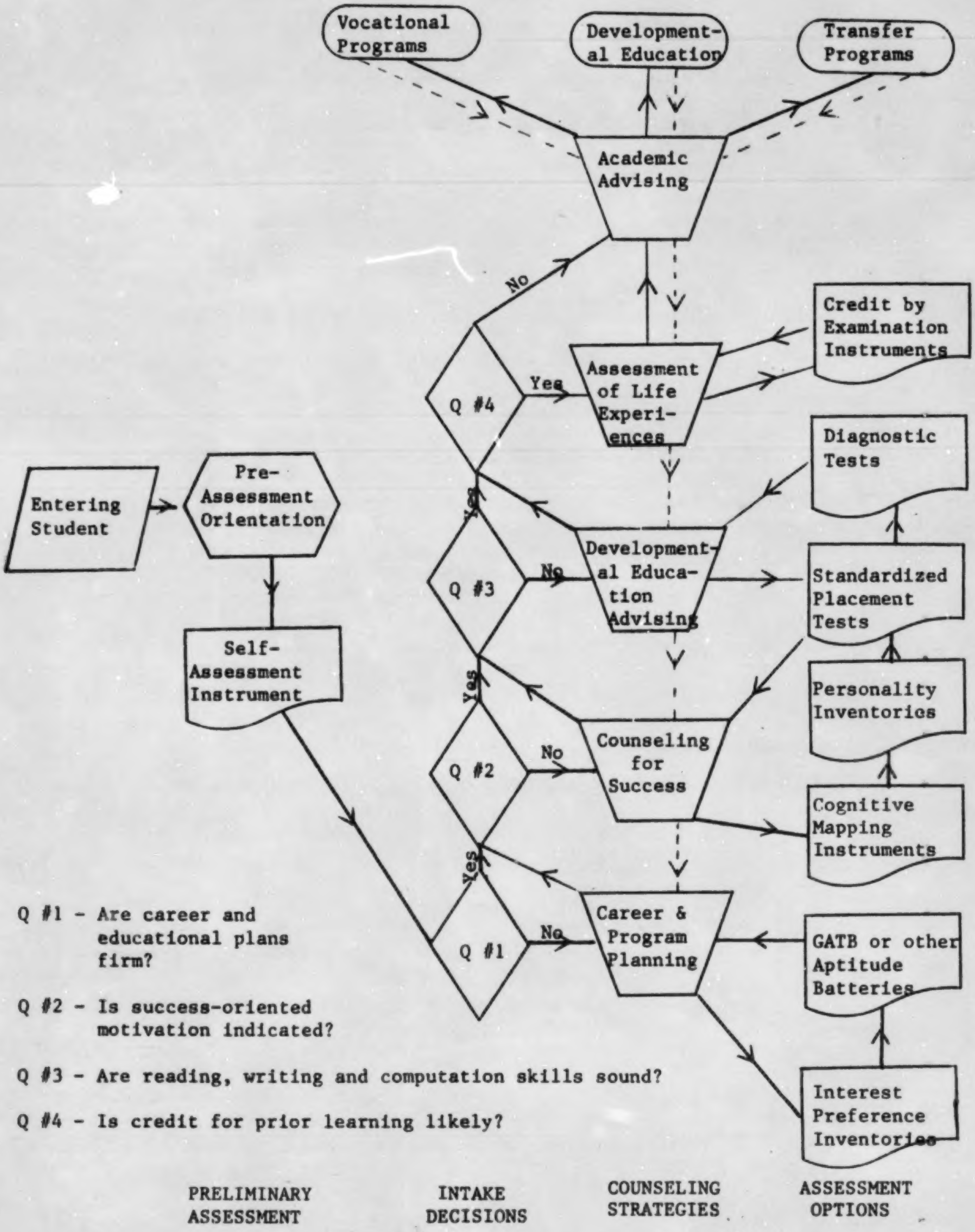
4. It would enjoy the support of a knowledgeable faculty and staff.

The following descriptions suggest one way in which these four components might be integrated into a comprehensive, coordinated entry-level assessment system. It was not found to be in use on any campus surveyed through this study, but it is a process that emerged from the review of current practices. It is presented in the hope that they may assist community college professionals who find that the conditions are right for expanding and improving upon their entry-level assessment programs:

1. Providing a comprehensive set of assessment options: It would appear clear that no one assessment approach will be adequate for every community college student. Very little formal assessment may be needed to adequately assist most students, but in-depth assessment may be needed for others. The key, then, is to provide the right amount of assessment for each student. A set of options that are triggered by a self-assessment tool and appropriate pre-assessment orientation would seem most promising. One example of how such a set of options could be coordinated with self-assessment and pre-assessment orientation is presented on the following page as Flowchart #1.

2. Centralized Organization: A variety of organizational conditions must exist if a comprehensive set of assessment options are to be fully and effectively used. Students must be given consistent service at every point within the campus-wide system. Counselors, faculty members and administrators must understand the roles they play in making the process work. Clear lines of communication must exist. Methods for resolving conflicts must be in place.

FLOWCHART # 1 - A Suggested Means of Providing Comprehensive Entry-Level Assessment Options to Community College Students


Vocational Programs
Development-al Education
Transfer Programs
Academic Advising
No
Credit by Examination Instruments
Yes
Q #4
Assessment of Life Experiences
Diagnostic Tests
Entering Student
Pre-Assessment Orientation
Yes
Q #3
No
Development-al Education Advising
Standardized Placement Tests
Self-Assessment Instrument
Yes
Personality Inventories
Q #2
No
Counseling for Success
Cognitive Mapping Instruments
Yes
Q #1
No
Career & Program Planning
GATB or other Aptitude Batteries
Interest Preference Inventories
PRELIMINARY ASSESSMENT
INTAKE DECISIONS
COUNSELING STRATEGIES
ASSESSMENT OPTIONS

Q #1 - Are career and educational plans firm?

Q #2 - Is success-oriented motivation indicated?

Q #3 - Are reading, writing and computation skills sound?

Q #4 - Is credit for prior learning likely?

Evaluation should be conducted in a carefully designed and scheduled way. Appropriate decisions must be made and carried out in a timely manner. In short, an effective entry-level assessment system must be a carefully coordinated enterprise.

Discussion with administrators in Oregon and elsewhere suggest that such coordination is most difficult to accomplish in a decentralized mode. When responsibilities for the many pieces of an assessment system are distributed among a variety of people from several divisions within an institution, then coordination frequently breaks down. While it is clearly crucial that people from throughout the campus participate in the decision making, planning and evaluation that goes into developing and implementing an assessment system, it would also appear to be necessary to place responsibility for assessment in the lap of one administrator, who has the authority to resolve problems, secure resources and assure the other key elements of coordination. Such an assignment could logically be given to a dean of students or a dean of instruction, depending upon the organizational flavor of a community college district. The key is that the responsibility must be taken seriously and be recognized throughout the campus.

3. A Carefully Selected Array of Reliable and Valid Instruments: Several types of assessment instruments will be required to provide students with a comprehensive set of assessment options. Each will serve students in different ways. A short, non-threatening survey will be needed to reach large numbers of

students as they enter the college. Placement tests will be necessary as a next step for many students. Many specialized instruments will be required to address the individual needs of other students; methods for granting credit for prior learning as well as means for identifying cognitive and affective learning styles and disabilities must be integrated with other entry-level assessment tools.

All of these instruments must be carefully chosen and periodically validated. Available instruments must be reviewed for reliability and validity, and new tools must be developed to meet the unique purposes which community colleges have. The success or failure of a good entry-level assessment system may rest on the credibility that it enjoys among faculty advisors and counselors; that credibility can be maintained only when the information coming from the assessment system is predictive and appropriate. Carefully selected and developed assessment tools can help to provide such information.

4. Support from a Knowledgeable Faculty and Staff: An entry-level assessment system may be comprehensive; it may be well organized and coordinated; and it may use valid and reliable assessment tools. Still, it may be ineffective. Ultimately, the success or failure of such a system will depend upon the skill with which it is implemented and the support it enjoys from the faculty and staff members who use it to serve their students.

Experience tells us that careful and continued efforts are required to assure that entry-level assessment is well received on a campus. Experience also tells us that this is not easily accomplished. For instance, a group of Oregon educators readily admitted that they felt they lacked the skills needed to adequately assess the entering characteristics of their students. (Oregon Department of Education, 1979) As a result, efforts were undertaken to provide a state-wide training session on the topic of entry-level assessment. Those efforts were frustrated by a lack of recognized experts in the field. Too few people could be identified who felt competent to train community college educators in the fine art of entry-level assessment. To make matters worse, a nationally recognized training group which did indicate competence to provide such training proved to be unable to do so to the satisfaction of participants of a workshop it provided. Evaluations received from the participants were very critical of the training provided, indicating that the information received was too general to be useful or simply not focused on the topic of entry-level assessment.

In-service training is always difficult to do well. Professional educators demand excellence from anyone who would provide learning experiences for them. In addition, entry-level assessment is a complex business. It cannot be explained to the satisfaction of faculty and staff members who must make it work unless it is well understood by the people who present it. As a result, the most promising way to train people in its use may be to rely upon people who have designed and worked closely with a given assessment system. They should provide in-service training only when they feel confident that their approach provides comprehensive options, is well coordinated, and is supported by reliable assessment instruments. When these components have come together and when faculty and staff members understand them, then a comprehensive, entry-level assessment system should be well on its way to success.

Conclusion

This paper was developed around the assumption that entry-level assessment strategies must become accessible to all students entering courses in which reading, writing and/or computing skills are required if community colleges are to become truly serious about meeting the needs of high risk students. A review of literature and a survey of Oregon community college educators suggest that most community colleges currently offer entry-level assessment opportunities to their students but not in a way that is comprehensive or accessible to most students. Promising practices were identified in Oregon and elsewhere that tend to indicate methods and instruments that can be employed to improve upon the current state of the art. In fact, it is the position of this writer that it is now possible to design and implement a comprehensive entry-level assessment system that will reach the students who need it at a cost that colleges can afford to pay. A variety of conditions will determine whether such systems become commonplace on community college campuses during the 1980s. It is hoped that this paper may serve as a minor factor facilitating that end.

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ACADEMIC ADVISING:

THE OREGON SITUATION, 1980

A Review of Current Practices and Future Trends In Community College Academic Advising in Oregon

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ACADEMIC ADVISING: THE OREGON SITUATION, 1980

Introduction

This report is the result of a written and telephone survey of the thirteen Oregon community colleges. It is the intent of this writer to show how the Oregon community colleges compare in the organization of their academic advising systems, the breakdown of services which they provide to students, the training and recognition which they provide their advisors, and the types of materials routinely provided to their advisors. As will be explained later, this report is not intended to recommend one academic advising system over another; instead, the combined strengths and weaknesses of all systems, as identified by respondents, will be shared and discussed in terms of their relationship to the findings of some of the more recent studies on academic advising nationwide. No attempt will be made herein to either explain or debate the merits of the wide variety of academic advising innovations that exist nationwide today (e.g., peer advising, computer-assisted advising, self advising, etc.) in that such a review would merit a lengthy and distinctly different type of treatment. It is hoped that this report will serve as encouragement to all of those concerned educators at each of the thirteen community colleges in Oregon who are dedicated to the improvement of academic advising services, because they are convinced that quality advising contributes greatly to the retention, as well as the overall success, of most community college students today.

ACADEMIC ADVISING ORGANIZATION

Types of Systems

As noted in the chart on page 16 nearly seventy percent of the Oregon community colleges employ an advising system which relies primarily upon faculty, with counselors assigned to advise those students who are undecided about their career and/or academic goal. In a published study completed by the American College Testing Program (1979) it was found that of 820 two-year and four-year post secondary institutions surveyed, seventy-five percent indicated that faculty advisors were their primary deliverers of academic advising services. Thus, we see that Oregon is in line with the national trend toward decentralized academic advising services. Although one of the three Oregon community colleges using a centralized, counselor-only advising system indicated that a switch toward faculty and counselor advising was being explored, Teague (1977) in a study of eight community colleges in Maryland found that the advising systems rated the highest by some 719 students were those systems in which academic advising services were provided by counselors only or faculty only. A uniform feature of all academic advising systems in the Oregon community colleges seems to be the provision for drop-in advising services. While all of the thirteen community colleges offer these services out of their student services areas, Mt. Hood Community College provides an advising center staffed by paraprofessionals trained specifically in advising. With nearly seventy percent of the community colleges making formal advisor/advisee assignments, Oregon is ahead of the national average of fifty-two percent for community colleges (ACT 1979). On the other hand, seventy percent of the community colleges surveyed nationally had an average of advisor/advisee contacts of between two and four times per year, while in Oregon only sixty-one percent indicated that many contacts.

Coordination of Systems

Only one Oregon community college has placed the coordinating responsibilities for academic advising under the Dean of Instruction. That represents less than one percent, which is substantially less than the sixteen percent identified by the ACT survey. Six of the Oregon community colleges, however, have an established academic advising steering committee of some sort, which attempts to involve instructional division staff in the coordination and evaluation of academic advising services.

TRAINING AND RECOGNITION FOR ACADEMIC ADVISORS

Advisor Training

Although all thirteen Oregon community colleges indicated that they provide training for their advisors, over fifty-eight percent of those responding admitted that this amounted to no more than the annual advisor orientation meeting at the start of each academic year. While all of the Oregon community colleges admit they are seriously concerned about the quality and frequency of academic advisor training, it should be pointed out that both Blue Mountain Community College and Southwestern Oregon Community College have recently made substantial gains in this area.

Advisor Recognition

Most respondents to the Oregon survey were generally unhappy about the amount of formal recognition given to the importance of the advising process in general and to academic advisors in particular; however, over fifty-three percent indicated that their current professional contracts recognized advising as a bona fide professional responsibility. This figure puts Oregon above the forty-five percent inclusion rate, as presented in a recent study of 171 community college professional contracts (Teague and Grites, 1980). Of further note is the fact that nearly fifty percent of the Oregon community colleges include the performance of advising duties as a part of their formal evaluation criteria. The Oregon situation does begin to look poor, however, when considering that 1) none of the Oregon community colleges provide extra compensation for academic advisors, 2) none of the Oregon community colleges provide any special recognition for good advisors, and only one (Southwestern Oregon Community College) provides a reduced work load for those teaching staff who serve as academic advisors. By comparison, the ACT study found that seven percent of the community colleges surveyed provided salary increments for time spent in advising, ten percent provided release time from instruction or other faculty responsibilities, and none of the community colleges surveyed provided awards for excellence in advising. When asked whether their academic advising system was evaluated formally, four of the respondents (or 30%) said "yes"; however, only two (or 15%) said they sought evaluative input from student advisees. Of those community colleges surveyed by ACT, a full seventy-four percent were found to use advisee evaluations in their systematic reviews of their academic advising programs.

ACADEMIC ADVISING SERVICES

Judging by the chart on page 18, it is obvious that there is great uniformity among the Oregon community colleges in the provision of several basic academic advising services. These would include placement test interpretation, course selection and registration for new students, course selection and registration for continuing students, and referral to developmental education and student services. This uniformity begins to break down, however, in some areas that have become especially important with the recent push in higher education to provide for the retention and ultimate success of "high risk students". For example, in only thirty percent of the Oregon community colleges do advisors provide a formal warning to their advisees who are in danger of failing a course. Furthermore, only twenty-three percent require that a student meet with his/her advisor prior to completely withdrawing from school. This figure is considerably lower than the thirty-nine percent found by ACT to require such a meeting. On the positive side it should be noted that fifty-three percent of the Oregon community colleges require an advisor's signature in order to amend the student's course load. Of greater significance are those seven colleges (53%) which involve academic advisors in the process of career exploration and planning. Finally, it should be pointed out that under the category of "other services" Blue Mountain Community College and Clatsop Community College stated that they closely monitor the progress of those students who are on academic probation, and Linn-Benton Community College reports that they use placement test results to identify "high risk" students. Later, after these students have been assigned to an advisor, the advisor receives notification of the student's high risk designation, along with some suggestions for monitoring the student's progress and intervening when that would seem appropriate.

MATERIALS ROUTINELY PROVIDED TO ADVISORS

Most, if not all, of the advisors in Oregon's community colleges are provided with some basic materials, including placement test results for their advisees (92%), referral resource information (100%), degree requirements (100%), transfer information (100%), advisor training information (92%). On the other hand, only thirty percent of the Oregon community colleges routinely provide their academic advisors with copies of their advisee high school transcripts and transcripts from other colleges or universities. Furthermore, only forty-six percent provide advisors with a list of students who are in danger of failing, and less than one percent provide a list of those students designated as "high risk". Even though only seventy-six percent of the Oregon community colleges provide their advisors with an up-to-date advisors manual, it is expected that all schools will provide such a manual by the end of the next academic year.

STRENGTHS AND WEAKNESSES OF ADVISING SYSTEMS

The following is a summary of the major strengths and weaknesses of academic advising systems at the Oregon community colleges. It should be noted that these lists contain only those items which were repeatedly identified by survey respondents as either assets to or detractors from the process of providing sound academic advising to students on their campuses. Although the explanation of each of these items is brief, further elaboration and discussion is contained in the next and final part of this paper.

Reported Strengths

1. The use of faculty as academic advisors - - Several of those who listed this as a strength of their system stated that they felt faculty advisors provided the most accurate advice to their assigned advisees because they are "experts" in their field. Several also mentioned that required advising duties for faculty added an important dimension to the responsibility that a faculty member has to his/her students.
2. Placement testing - - Most respondents singled out their placement testing programs as an invaluable asset, in that they provide advisors with important information which makes an early advisor/advisee contact a worthwhile experience and the first step toward building of a helping relationship.
3. Faculty contract recognition - - A few schools listed this as a strength because it provided impetus for instructional staff to

do advising, while adding an accountability factor that has impact on the quality of advising.

4. Open and friendly atmosphere - - Several of the smaller Oregon community colleges listed as a strength the friendly, open, and informal atmosphere in which academic advising takes place. Some felt that this, more than anything, encourages advisor/advisee contacts and therefore made it easier for advisors to help those students "in need of attention."
5. Counseling Department coordination - - Most of the respondents felt that the fact that academic advising on their campus was coordinated by the counseling department or student services in general was an asset, in that it insured that services were tailored to the needs of students and not necessarily for the convenience of staff. It was also suggested that counseling departments were probably the best source of accurate information about college programs and services.
6. Advising materials - - Some schools stated they were pleased that their advisors were provided with the most complete and up-to-date advising materials available.

Reported Weaknesses

1. Lack of systematic and comprehensive training for advisors - - Every college contacted made one or more comments related to the need for better training for their advisors. Most felt that training needed to become more meaningful and that it needed to be offered on a regular basis. Several respondents suggested that attendance at training sessions should be made mandatory

for all advisors, although one felt it should be held out as a means of rewarding those staff members most committed to advising (by giving them paid leave to attend off-campus training sessions).

2. No recognition and reward for good advisors - - Once again, all respondents commented on the need for built-in incentives in the form of salary increases, release time, or some type of special reward as a means of encouraging excellence in the performance of academic advising duties.
3. Elimination of poor advisors - - Most of those responding felt that they not only needed to become more selective in designating staff for advising duty, but that they also needed to purge their advising system of those staff members who are indifferent and/or incompetent.
4. Need to make advising a contractual obligation - - Several schools identified as a weakness their lack of a contractual agreement with faculty which identifies academic advising duties as an integral part of their assignment. Some respondents stated their school was attempting, through contract negotiations, to set a minimum of two required advisor/advisee contacts per term. The intention of this proposal is to help insure that academic advisors would schedule a much needed mid-term "check-up interview" with each advisee.
5. Poor service to "high risk students" - - Although the reasons for listing this as a weakness of their advising systems were varied, most respondents felt they needed to do more in this area. Specific deficiencies included the following:

a. The need for mandatory and uniform placement testing.

b. The need for an "early warning" system for students in danger of failing.

c. The need for better monitoring procedures for "high risk" students.

d. The need for special procedures, materials, strategies, etc., specifically designed to provide appropriate advising to "high risk" students.

e. The need for required exit interviews for those students who are withdrawing from school.

6. Poor or limited understanding of the purpose of academic advising - - Several respondents felt their advising system has no clear purpose; that they lack an institutional policy or mission statement for academic advising and no attempt is ever made to define "advising" or "advisors". Most felt advising is perceived as little more than assisting students to "sign up" for classes. One respondent suggested that "students' success needs to become more a matter of institutional commitment than one of accident or good fortune on the part of the student".

7. Lack of advising materials - - Under this category are those who felt the need for more complete and up-to-date advisee information for their advisors, as well as those who felt that their advisor handbook needed better organization and less redundancy.

8. Need for better coordination of the advising system - - This item includes those who:

a. Indicated a need for more involvement by instructional division administration in the coordination of academic advising services.

b. Stated a need for release time for themselves in order to better handle their academic advising coordination duties.

c. Expressed a strong need to establish an academic advising steering committee so as to develop a broader perspective for the coordination of the system.

9. Need for increased advisor/advisee contact - - Most, but not all, schools expressed concern about the limited number of required contacts between advisors and advisees. Among the concerns expressed were:

   a. With so few contacts required, the development of any kind of relationship between advisors and their student advisees is left to chance.

   b. All the required contacts revolve around registration or preregistration, and thereby limit the perceived scope of advising for both the advisor and the advisee.

   c. The low level of advisor/advisee contact seems to give the impression that academic advising duties are of a low priority.

   d. The low level of required contact does not encourage advisors to monitor student progress nor to intervene when such action is indicated.

DISCUSSION

In reviewing the self reported weaknesses of community college academic advising in Oregon, there appears to be one basic and extremely important issue that must be addressed by each institution in order to have a positive impact upon any of these expressed areas of need. Quite simply, we must ask ourselves: "What constitutes high quality academic advising?" In the process of answering this question, we should arrive at a clear purpose of advising for each college, while developing a list of advisor attitudes and behaviors which are consistent with that purpose. Until we can answer this question with a high degree of certainty and specificity: 1) our advisor training activities will continue to lack clarity and punch, and be poorly attended; 2) our advising systems will continue to harbor poor advisors; 3) we will continue to struggle with a means of identifying and rewarding good advisors, and 4) our advisor/advisee contacts will continue at a low level no matter how many we mandate. Furthermore, we cannot begin to assess the efficacy of our advising efforts until we have a fairly clear idea of what it is we want to see take place in the academic advising interview, as well as the manner in which we want that process to unfold.

Lest we become discouraged or cynical about this situation, a quick review of the more recent literature on academic advising nationwide may help us to put our position into proper perspective. The ACT (1979) survey found that less than fifty percent of the 820 respondents nationwide indicated that they had a published statement regarding their academic advising programs. Thus, we have some indication that the majority of post secondary institutions nationwide may have a need to deal with this important issue concerning the definition and articulation of academic advising. Due to the fact that this writer naively assumed that there was in existence a fairly uniform definition of academic advising in the Oregon community colleges, this type of question was omitted from the recent survey. Therefore, it would be impossible to make a valid comparison with the national trend.

There was an area on the Oregon survey, however, which helped to identify at least two basic schools of thought concerning the role of academic advisors: 1) that faculty advisors should be trained and encouraged only to serve as more or less academic planners and guides, and 2) that academic advisors should be trained and encouraged to participate in the career and life planning processes of their student advisees. The first school of thought represents the more "traditional" approach to academic advising, and the second represents what Walsh (1979) and others have come to call "Developmental Advisement". This developmental approach, popularized by O'Banion (1972) in his list of Skills, Knowledge and Attitudes Required for Academic Advising, essentially says that the effective advisor should really play the varied roles of "counselor", "advocate", and "guardian" in an effort to help the advisee to keep his/her academic life in sync with the process of developing life style and vocational goals. While this type of approach appears to be one which might increase the availability of career and life planning services while helping to build a positive advising relationship, Russell and Sullivan (1979) and Walsh (1979) all stress the importance of careful planning and monitoring in the initiation and maintenance of this approach to academic advising.

It is interesting to note that in an ERIC (ED 145-293) published study of the changes in academic advising services at fifty junior colleges between 1967 and 1977, it was found that in 1977 there was more discussion on academic planning and less on personal, social, or vocational/career issues in academic advising sessions than there was in 1967. The ACT (1979) study, as well as a study conducted by Biggs, Brodie, and Barnhart (1975), both indicate that academic advisors spend most of their time in (and rate highest in terms of priority) the process of assisting students with course selection and class scheduling. Both studies also indicated that time spent in assisting students in the exploration of life goals is of low priority for advisors. If this trend toward the traditional and more limited role of the academic advisor holds true for the State of Oregon, and there is good reason to suspect that it does, then this may be the right time for Oregon community colleges to begin considering the adoption of some type of developmental approach to advisement.

While the more traditional academic advising approach tends to be characterized by a fairly businesslike information-giving session, the developmental approach tends to result in the development of a caring and personal relationship between advisor and advisee. According to a study of 879 two-year and four-year colleges conducted by Beale and Noel (1979) the most important factor influencing student retention in a positive manner was "the caring attitude of faculty and staff." Furthermore, the negative factor having the greatest influence on student attrition was identified as "inadequate academic advising." This would seem to indicate that it would be in the best interest of students for community college advisors to bring a warm, caring attitude into the academic advising process. Movement in this direction is even more imperative when one considers that two-year public colleges tend to have student attrition rates which are higher than all other types of colleges (Beale and Noel, 1979). Of final evidence for the importance of the interpersonal relationship in the academic advising process is a study conducted by Hornbuckle, Mahoney, and Borgard (1979) entitled "A Structural Analysis of Student Perceptions of Faculty Advising." Their study is summarized by them as follows: "It would appear that student evaluation of advisors is not based on any perception of technical competence or skill in dealing with academic or personal problems of the student, but rather is based on the student's positive or negative response to the advisor on social or interpersonal dimensions."

In his article outlining the developmental advising approach, Walsh (1979) lists the following guidelines for the establishment of a developmental advisor program:

1. There must be formal institutional commitment to developmental advising as a goal.
2. There must be recognition that not all persons are capable of developmental advising.
3. Developmental advisor training must be a formal and regular element of the program.
4. Accountability for developmental advising must be built into the administrative structure.
5. There should be some means for rewarding excellent academic advising.
6. There should be an evaluation component built into the advising program.

It is interesting to note the similarity between this list and the list of academic system weaknesses resulting from the Oregon survey.

In conclusion, the situation with regard to academic advising in the Oregon community colleges in 1980 appears to be one of strength. Our advising systems tend to be well organized, with most elements and services at or above current national trends. Although there are many features of our individual systems that we are unhappy about, we have those features clearly identified. Most importantly, perhaps, is the fact that there are professionals at each college who are sincerely committed to the task of making academic advising work. In a 1979 ERIC Higher Education Research Report (ED 178-023) entitled "Academic Advising: Getting Us Through the 80s", three basic conclusions are drawn on the basis of a review of current literature on academic advising. These are as follows:

1. Academic advising cannot be done in isolation; it is an integral part of the educational process.
2. There is no single formula for a system which, in itself, will insure a successful academic advising program on every campus.
3. Academic advising will play an even more prominent role in the future of higher education.

ACADEMIC ADVISING ORGANIZATION

	TYPE OF * SYSTEM	DROP-IN ADVISING CENTER	DEPT. OR DIVISION RESPONSIBLE	ADVISING STEERING COMMITTEE	APPROXIMATE NUMBER OF ADVISORS	ADVISORS ASSIGNED ALL LDC & TECH. STUDENTS	NUMBER OF REQUIRED ADVISOR-ADVISEE CONTACTS/YEAR
BLUE MTN.	FAC/COUN	COUNSELING	COUNSELING	NO	COUN = 5 FAC = 78	YES	3
CENTRAL	FAC/COUN	COUNSELING	DEAN OF INSTRUCTION	YES	COUN = 3 FAC = 67	YES	3
CHEMEKETA	FAC/COUN	COUNSELING	COUNSELING	YES	COUN = 13 FAC = 190	YES	3
CLACKAMAS	COUNSELING	COUNSELING	COUNSELING	NO	COUN = 10	NO	1
CLATSOP	FAC/COUN	DEAN OF STUDENTS	DEAN OF STUDENTS	NO	COUN = 4 FAC = 63	YES	3
LANE	COUNSELING	COUNSELING	COUNSELING	NO	COUN = 16	NO	1
LINN-BENTON	FAC/COUN	COUNSELING	COUNSELING	NO	COUN = 8 FAC = 77	YES	1
MT. HOOD	FAC/COUN	YES	COUNSELING	YES	COUN = 10 FAC = 150	YES	3
PORTLAND	COUN/FAC	COUNSELING	COUNSELING	NO	COUN = 13 FAC = 300	NO	0
ROGUE	FAC/COUN	COUNSELING	DEAN OF STUDENTS	YES	COUN = 3 FAC = 60	YES	3
SOUTHWESTERN	FAC/COUN	COUNSELING	COUNSELING	YES	COUN = 3 FAC = 42	YES	3
TREAS. VALLEY	FAC/COUN	COUNSELING	COUNSELING	YES	T = 50	YES	3
UMPQUA	COUNSELING	COUNSELING	COUNSELING	NO	T = 4	NO	1

*KEY: FAC./COUN. = STUDENTS ASSIGNED ADVISORS BY PROGRAM. COUNSELORS ASSIGNED "UNDECIDED".
COUNSELING = COUNSELORS ADVISE ALL STUDENTS. NO FORMAL ASSIGNMENTS.
COUN./FAC. = COUNSELORS ARE PRIMARY ADVISORS. SOME FACULTY DESIGNATED DEPT. ADVISORS.

TRAINING AND RECOGNITION

	TRAINING PROVIDED FOR ADVISORS	MANDATORY TRAINING	TRAINING CONDUCTED BY ____	NO. OF TRAINING SESSIONS PER YEAR	SIZE OF TRAINING GROUPS	PROFESSIONAL CONTRACT RECOGNIZES ADVISING	EXTRA PAY FOR ADVISING	REDUCED WORKLOAD FOR ADVISORS	SPECIAL RECOGNITION FOR GOOD ADVISORS	ADVISORS EVALUATED FORMALLY	ADVISING SYSTEM EVALUATED FORMALLY
BLUE MTN.	YES	NO	COUN	3	±40	NO	NO	NO	NO	NO	NO
CENTRAL	NEW	YES	COUN	1		YES	NO	NO	NO	YES	NO
CHEMEKETA	YES	NO	COUN	1	100	YES	NO	NO	NO	YES	YES
CLACKAMAS	YES	NO	COUN	1	10	PROP	NO	PROP	PROP	PROP	NO
CLATSOP	YES	YES	DEAN OF STUDENTS	1	10	YES	NO	NO	NO	PROP	NO
LANE	YES	YES	COUN	1	16	NO	NO	NO	NO	YES	NO
LINN-BENTON	YES	NO	COUN	2	± 4	YES	NO	NO	NO	NO	YES
MT. HOOD	YES	YES	COUN	1	±140	YES	NO	NO	NO	NO	YES
PORTLAND	YES	NO	COUN	3	± 12	YES	NO	NO	NO	NO	NO
ROGUE	YES	NO	DEAN OF STUDENTS	3	± 20	PROP	NO	PROP	NO	YES	PROP
SOUTHWESTERN	YES	YES	COUN	2-5	10-40	YES	NO	YES	NO	YES	YES
TREAS. VALLEY	YES	YES	DEAN OF STUDENTS	1	± 70	NO	NO	NO	NO	NO	NO
UMPQUA	YES	YES	COUN		4	NO	NO	NO	NO	YES	NO

ACADEMIC ADVISING SERVICES

	PLACEMENT TEST INTERPRETATION	COURSE SELECTION & REGISTRATION (NEW STUDENTS)	COURSE SELECTION & REGISTRATION (CONTINUING STUDENTS)	CAREER EXPLORATION AND/OR PLANNING	REFERRAL TO STUDY SKILLS OR DEVELOPMENTAL CENTER	REFERRAL TO STUDENT SERVICES (COUNS., FINANCIAL AID, ETC.)	NOTIFICATION OF ADVISEE IN DANGER OF FAILING	ADVISOR SIGNATURE REQUIRED FOR ADD/DROP	EXIT INTERVIEWS W/ADVISEES WITHDRAWING COMPLETELY FROM SCHOOL	OTHER SERVICES:
BLUE MTN.	NO	YES	YES	YES	YES	YES	YES	YES	NO	TRACKS PROBATIONARY STUDENTS CO-SIGNS GRAD. PETITION
CENTRAL	YES	YES	OPT	YES	YES	YES	NO	NO	NO	
CHEMEKETA	YES	YES	YES	NO	YES	YES	NO	YES	YES	
CLACKAMAS	YES	YES	OPT	PROP	YES	YES	NO	NO	NO	
CLATSOP	YES	YES	YES	NO	YES	YES	YES	YES	YES	CO-SIGN GRAD. PETITION TRACK PROBATIONARY STUDENTS
LANE	YES	YES	OPT	YES	YES	YES	NO	NO	YES	
LINN-BENTON	YES	YES	OPT	NO	YES	YES	YES	NO	NO	TRACK HIGH RISK STUDENTS
MT. HOOD	YES	YES	YES	NO	YES	YES	NO	YES	NO	
PORTLAND	YES	OPT	OPT	YES	YES	YES	NO	NO	NO	
ROGUE	YES	YES	YES	YES	YES	YES	NO	YES	NO	
SOUTHWESTERN	YES	YES	YES	YES	YES	YES	NO	YES	NO	
TREAS. VALLEY	YES	YES	YES	NO	YES	YES	NO	YES	NO	
UMPQUA	YES	YES	OPT	YES	YES	YES	YES	NO	NO	FROSH ORIENTATION CLASS

MATERIALS ROUTINELY PROVIDED ADVISORS

	ADVISOR'S MANUAL	HIGH SCHOOL/COLLEGE TRANSCRIPTS	PLACEMENT TEST RESULTS	OTHER TEST RESULTS	TERM-BY-TERM GRADES	DANGER-OF-FAILING LIST	REFER. RESOURCE INFORMATION	DEGREE REQUIREMENTS	TRANSFER INFORMATION	HIGH-RISK STUDENT LIST	ADVISOR TRAINING INFORMATION
BLUE MTN.	YES	NO	YES	NO	YES	YES	YES	YES	YES	NO	YES
CENTRAL	YES	YES	YES	YES	YES	NO	YES	YES	YES	NO	YES
CHEMEKETA	YES	NO	YES	NO	YES	NO	YES	YES	YES	NO	YES
CLACKAMAS	YES	YES	YES	YES	YES	NO	YES	YES	YES	NO	YES
CLATSOP	YES	YES	YES	NO	YES	YES	YES	YES	YES	NO	YES
LANE	YES	NO	YES	YES	NO	NO	YES	YES	YES	NO	YES
LINN-BENTON	YES	NO	YES	NO	NO	YES	YES	YES	YES	YES	YES
MT. HOOD	YES	NO	YES	NO	YES	NO	YES	YES	YES	NO	YES
PORTLAND	YES	NO	NO	NO	NO	NO	YES	YES	YES	NO	YES
ROGUE	IN PROCESS	YES	YES	NO	YES	YES	YES	YES	YES	NO	YES
SOUTHWESTERN	YES	NO	YES	NO	NO	NO	YES	YES	YES	NO	YES
TREAS. VALLEY	IN PROCESS	NO	YES	YES	YES	YES	YES	YES	YES	NO	NO
UMPQUA	NO	NO	YES	YES	NO	YES	YES	YES	YES	NO	YES

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CAREER DEVELOPMENT IN COMMUNITY COLLEGES

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CAREER DEVELOPMENT IN COMMUNITY COLLEGES

Prologue

Career guidance activities to enhance individuals' career development in the community college setting should be seen within the context of the total career education commitment of the individual institution and its service area, and of community colleges in general. Consequently, it is appropriate to define these three terms, using the phraseology of a recent report of the American Personnel and Guidance Association (Burnett, 1980):

> Career Education - An effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills, and attitudes necessary for each to make work a meaningful, productive, and satisfying part of his or her way of living... Underlying the entire definition is the crucial importance attached to the meaning of the word "work" in career education. "Work" is defined as "conscious effort other than activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others." Work means paid and unpaid work. (Hoyt, 1977)
>
> Career Guidance - A systematic program involving counselors, teachers and others working in career education which is designed to increase the individual's knowledge of self, occupations, training paths, life styles, labor market trends, employability skills and the decision-making process and which helps the individual gain self-direction through purposefully and consciously integrating work, family, leisure and community roles. (Hansen, 1977)
>
> Career Development - The total constellation of psychological, sociological, educational, physical, economic and cultural factors that combine to shape the career of any given individual; those aspects of an individual's experience that are of relevance to personal choice, entry, and progress in educational, vocational, and avocational pursuits, the process by which one develops and refines such characteristics as self and career identity, planfulness and career maturity. (Herr and Cramer, 1979)

The purpose of this report is to examine the status of programs to facilitate the career development of students in community colleges, at the national level and in Oregon. A traditional model of career development suggests that each individual goes through the phases of self awareness and assessment, career awareness and exploration, decision-making, planning, preparation and placement. Most textbooks and guides indicate that the awareness and exploration periods occur while the person is in elementary and junior high schools, and (ideally) decision making/planning/preparation/placement steps take place during high school and young adulthood. Experience with community college students demonstrates to the student services practitioner that many adults are still — for all practical purposes — at the awareness and assessment phase. Such students may be "high risk" or "non-traditional" — although such labels encompass a majority of our students now — or they may be adults who have experienced some level of success in their lives and employment, but are now ready for another change in their pattern of growth and development. (Thus the "career path" is really circular.)

The task facing the community college counselor is to provide the full range of career development services that current and potential students need, with limitations on personnel, budget, and time. The equalizing factor must be in an abundance of ideas and creative approaches. Such innovations can be gained from one's own inner resources, and from becoming cognizant of practices being planned or implemented by colleagues. The "traditional" literature is not much help. Most of the textbooks and resource books are aimed at secondary students, or are for the liberal arts, four-year colleges. While there are definitely many commonalities of student needs and approaches among students of different types of institutions and these can be adapted, there are also special concerns of the community college student that do not seem to be adequately addressed in the literature.

THE NEED

Abundant evidence exists of the rapid changes in our culture and of the necessity for the working population to be continually better prepared for employment. Michelozzi (1980) lists 10 examples of the fast-paced tempo of modern life, among them:

1. Production - The gross national product of goods and services in the 21 advanced nations of the world is doubling every decade-and-a-half.
2. Scientists - Between 85% and 95% of all scientists who ever lived were alive in 1970.
3. Innovation - The innovative cycle between a new idea and its application has shortened from as much as a millenium to a few years.
4. Moving - Approximately 36 million people move from one place to another each year in the United States.
5. Books - In four and a half centuries the publication of new books has increased from 1,000 a year to 1,000 a day.
6. Scientific Literature - The number of journals and articles appears to be doubling every 15 years, with current output of some 20 million pages per year.

More specifically, studies of the needs of incoming college students accentuate these concerns. Walters and Saddlemire (1979) found that freshmen gave these priorities:

1. Information on occupations my chosen major will prepare me for.
2. Knowledge of places and people on campus that can help in my career planning.
3. More direct experiences such as part-time work or job visits.
4. Better understanding of myself to choose an occupation that closely fits my values, goals, and life-style preferences.
5. Knowledge of job market.
6. Help to plan college courses that will give more flexibility in choosing among different occupations.

7. Evaluation of interests and abilities by vocational testing.
8. Information on technical vocations, including apprenticeships, technical schools, etc.

The authors of the above study found that "undecided" students rated 6 of the 8 needs significantly higher than those with clear goals. The authors also found great misperceptions among the students on statements relating to the primary value of career planning and the number of times that the average person changes jobs in a lifetime.

Perrone and others (1977) report on the counseling needs of adult students in three vocational-technical schools. They are (in order of priority):

1. Difficulty giving oral reports in class
2. Needing more information about jobs and occupations
3. Needing to know more about my vocational abilities
4. Concern about how well I do on exams
5. Not having enough money to pay for my education
6. Being required to take courses I don't like

An investigation by Lance, Lourie and Mayo (1979) into the needs of reentry university students elicited requests for services that will be familiar to community college counselors. Women expressed strongest preferences for:

1. Day care center
2. Separate lounge
3. Peer counselors
4. Appropriate orientation
5. Designated reentry admissions counselor
6. Reentry columns in campus paper

Men were particularly concerned with having speed reading classes and improving notetaking/study skills. There were no sex differences in desire for a specialized credit course for re-entering students, paper-writing skills, individual counseling, career exploration, educational-vocational information, and workshops on career development and communication skills.

An article in a recent APGA Guidepost (March, 1980) quotes a study that decries the "too little—too late" career counseling that is provided for college students. This often leads to students becoming prepared in fields in which there are limited employment opportunities. Who is to blame? Placement directors say:

1. Lack of specific information provided to students on how to choose a career and on the current job market.
2. Insufficient career education in elementary, junior high, and senior high schools.
3. Failure of all faculty to honestly assess and communicate the employment potential in fields related to their disciplines.

The authors acknowledge the obvious: some students aren't "receiving" the message that is being transmitted, or choose to believe it will not affect them.

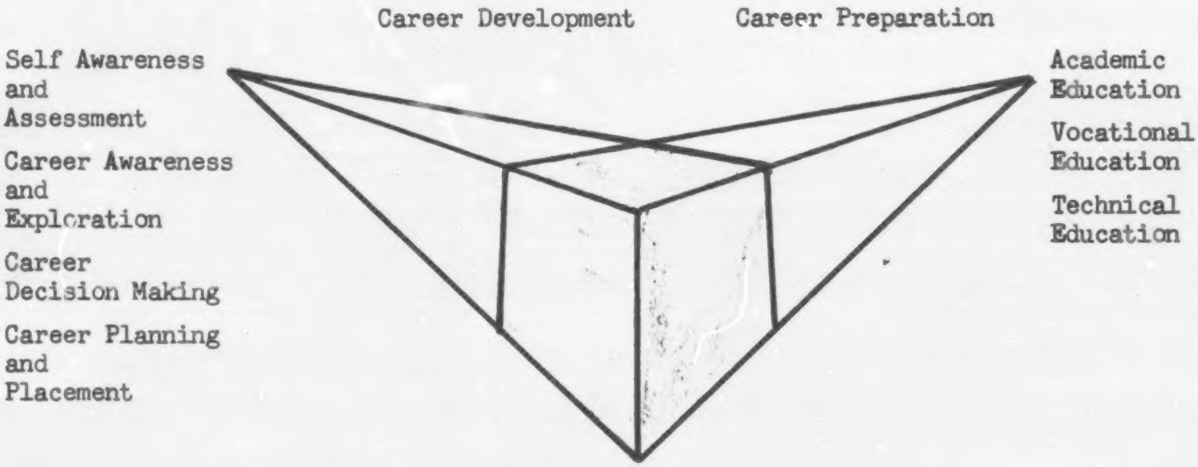
THE STATE OF THE ART

This section will mix some theoretical propositions with specific examples of services and activities that are currently being practiced throughout the nation.

As far as this author is concerned, career development involves a continuum of activities for each individual, from the awareness of his/her world that an infant demonstrates, to the changing lifestyle of the aging. Similarly, career guidance activities should be offered in related increments, with a smooth transition for the client from secondary school to college and/or human service/employment agencies. Besides this vertical articulation, another goal is horizontal articulation/cooperation/coordination among all faculty and staff within the community college. One convenient design to demonstrate this multi-dimensional approach is shown in Figure I.

Figure I

CAREER EDUCATION—AN INTEGRATED APPROACH


Career Development
Career Preparation
Self Awareness and Assessment
Career Awareness and Exploration
Career Decision Making
Career Planning and Placement
Academic Education
Vocational Education
Technical Education

A useful source that is recommended to the reader is a supplemental section to the February 7, 1980, APGA Guidepost entitled "The Comprehensive Involvement of the School Counselor in Career Education." (Burnett) Although some of the language is addressed to counselors in grades K-12, and the level of educationese jargon is a bit high, there are nevertheless several good points for community college counselors to ponder. As with colleagues in other settings, the work of college counselors at times appears to be fragmented and responsive to the crisis of the moment, rather than being a carefully considered program that is consistent with goals and a system.

In the above article, Burtnett and Collison explicate a process model with the three dimensions of planning and design, implementation, and evaluation. Each dimension is divided into the five components of counselor knowledge/expertise, leadership, management, direct services, and indirect services. While the present paper is primarily dealing with direct services, one must bear in mind that these services will not reach optimum effectiveness if the other elements are not in place. The text of the above-mentioned article is summarized in Table II.

TABLE II

	COUNSELOR KNOWLEDGE/ EXPERTISE COMPONENT	LEADERSHIP COMPONENT	MANAGEMENT COMPONENT	DIRECT SERVICES COMPONENT	INDIRECT SERVICES COMPONENT
PLANNING/ DESIGN	Understand program management concepts Understand concepts of career education, guidance and career development Understand staff development and in-service education techniques and procedures Understand community and labor composition and trends Understand concepts of collaboration in the delivery of educational programs	Involve educational staff and community resource persons in planning and designing activities Institute communication networks among appropriate populations	Assess student career development needs Apply program management concepts Assess the effectiveness of the existing career guidance program Establish program goals and objectives Design specific career guidance services and activities Coordinate career guidance program with career education and total educational thrust at the institute Prepare budgets Develop calendars and time lines depicting sequence of program activities	Plan and design activities and services to facilitate career development needs of students	Participate in the design of school and non-school activities which extend the goals and objectives of the career guidance program
IMPLEMENTATION	Understand career development theories Understand counseling theory and techniques Understand decision-making theory Understand group dynamics Understand needs of specific groups within institutions and the community (women, handicapped, ethnic minorities, etc.) Understand the role and function of information in education and counseling Understand curriculum design and content Understand measurement and appraisal techniques	Coordinate school and community resources Develop program support from administration, board of education, instructional staff, community and students Develop and implement a public relations system Provide input to curriculum revision	Manage the career guidance program Conduct staff development sessions	Counsel individuals and small groups Conduct student assessment (ability achievement, interest, personality, etc.) Disseminate occupational and educational information Conduct career awareness, explorations and experience programs Operate student service activities (e.g., career center, job placement, etc.)	Consult with teachers, parents and administrators regarding students Conduct information programs for parents and community representatives Provide direct input and technical assistance to persons implementing career education activities Conduct staff development training

	COUNSELOR KNOWLEDGE/ EXPERTISE COMPONENT	LEADERSHIP COMPONENT	MANAGEMENT COMPONENT	DIRECT SERVICES COMPONENT	INDIRECT SERVICES COMPONENT
EVALUATION	Understand essential, integral and continuous nature of evaluation Understand range and variety of data collection and assessment methodologies Understand program standards and guidelines from government agencies and accrediting and professional associations Recognize exemplary career guidance practices, methods and techniques	Demonstrate exemplary career guidance program aspects	Conduct comprehensive evaluation of the career guidance program Monitor activities conducted by self and others Utilize broad-based input to the evaluation system (students, teachers, parents, etc.) Prepare and disseminate interpretive communications evaluation results Communicate findings to career guidance program decision makers Improve and modify the career guidance program process Identify exemplary practices, methods and techniques Conduct evaluation of the effectiveness of staff development training	Evaluate the effectiveness and value of specific career guidance activities and services	Disseminate findings from career guidance and career education programs to appropriate populations

Program Goals and Systematic Approaches

Herr (1980) was one of several guidance leaders asked to write in the APGA Guidepost about ways in which the counseling profession had matured during the 1970s. After stipulating that he felt most of these "breakthroughs" had their origins in events that had occurred decades earlier, he then listed these (among others) as major influences:

- use of systematic planning in guidance and counseling which will reduce tendencies toward over promise of results; sharpen clarity of purpose; and improve the ability of practitioners to communicate their goals.
- use of developmental theory (e.g., career development) to serve as conceptual mortar by which to identify and shape the intervention strategies represented by guidance and counseling...
- stimulus to empiricism found in behavioral approaches to guidance and counseling which has given rise to a growing research base; concern for the comparative effects of different approaches to guidance and counseling; and greater precision in defining the behavioral outcomes we seek.
- emergence of career education as a national priority which has reasserted the importance of career guidance for persons throughout the life span; called to task the interchangeable use of such terms as career, vocational, occupational which have different meanings for practice; and made the facilitation of decision-making a pivotal goal of career guidance.
- continuing crises of youth unemployment, substance abuse, family discord, and related phenomena which have re-emphasized the importance of designing and delivering services tailored to "special needs" populations, whether such status is defined by problems of attaining equity or problems of mastering transition points.

The same Herr and his cohort Cramer (1979) have written a very useful book on systematic approaches to career guidance. Briefly, they suggest that appropriate planning calls for (pp. 103-138):

Stage 1 - Developing a program rationale and philosophy

Stage 2 - Stating program goals and behavioral objectives

Stage 3 - Selecting alternative program processes

Stage 4 - Developing an evaluation design

Stage 5 - Milestones

Most guidance or career guidance programs seem to lack such a systematic approach, although the professional literature contains evidence that some people and institutions are developing and implementing well-articulated plans in career guidance. The State of Hawaii, for instance, built on the work of some other states and regions to create a Career Development Continuum for Hawaii's schools, grades K-14 (Iwanaka, 1979).

In the Hawaii program, resource books are available for grades K-3, 4-6, 7-9, 10-12, and 13-14. Each book has the same section of philosophy and goals, with objectives and sub-objectives being attuned to the particular age level. Then learning activities for each objective and for all content disciplines are arranged in four sections, that relate to the four major goals of career development, which are to help the individual:

1. Achieve self-realization through the development of communication skills, clarification of personal values, and development of skills in decision making and goal setting.
2. Establish and maintain healthy social relationships.
3. Maintain economic efficiency as a producer and consumer of goods and services.
4. Fulfill civic responsibilities.

Subgoals and learner objectives were developed for each of the major goals at three functional levels: awareness, accommodation, and action.

In another approach, Lee (1975) reports on a survey of community college counseling directors and career guidance experts who evaluated statements about objectives, services, etc., that should be included in a model career guidance program. Among factors with high combined desirability ratings were:

1. Enhancing students' decision-making skills.
2. Helping students make realistic career choices.
3. Counseling students individually.
4. Having qualified personnel interpret test scores.
5. Helping students to find part-time work during school years.
6. Maintaining liaison with local high schools.
7. Regularly evaluating the effectiveness of career guidance programs.

Career Centers

Most career guidance services attempt to have a central location to which students can come for counseling, occupational-educational information, job placement, seminars and workshops and (possibly) cooperate education/ work experience, financial aid, testing, and other related functions. The type and scope of the facility tend to reflect the extent of forethought and planning that have characterized the career guidance program. In larger campuses, this facility will often be a separate entity called career center, career development center, life/work planning office, etc. On smaller campuses, the facility may just be a separate section of the counseling center. (Needless to say, the existence of such a central location does not negate the need for printed and other resources in the library and other areas.)

Jones (1977) made some recommendations for developing career guidance centers which would enable clients to explore, prepare for, select, and progress in an occupation. She emphasizes these important steps:

1. Having career guidance program objectives.
2. Taking preliminary steps in establishing a center on campus.

3. Planning the physical facilities.
4. Improving staff, student, and community attitudes toward the program through the dissemination of written objectives to the staff, involvement of the center in other college and community activities, and use of newsletters to update career information.
5. Determining the minimum services required for an effective program.
6. Adding supportive services, including placement, work experience, financial aid, and outreach programs.
7. Continue cooperative planning with secondary schools.
8. Obtain cooperation with the employment services.
9. Determine center requirements with respect to staffing, equipment, furnishings, supplies, materials for an occupational library, and test materials.

It is often helpful to select an advisory committee with representation from students, faculty, staff and community.

Jacobson (1975) and many others compiled a report on career centers in the state of California. The whole report is practical and "meaty" although some of the comments were gauged more toward secondary schools than colleges. Nevertheless, some of the recommendations are quite pertinent. It was recommended (pp. 110-115):

- that efforts be made to provide parent (older) volunteers, student volunteers, or paid paraprofessional and clerical help to enable the career counselor to spend more time counseling students.
- that career-related placement (i.e., placement in an area of a student's current interest, short- or long-range plans) be given primary emphasis and that all placement be accompenied by supervision, related instruction, and follow-up counseling by a qualified professional.
- that the staff of a Career Center should place more emphasis on programs and activities that will motivate students to use the Center's resources and less on the acquisition of additional resources.

- that Career Center staff, especially in new centers, do not assume that "whatever is, is right" and copy materials and equipment inventories from other established centers. Proceed slowly and, if possible, base purchases on student needs and on the planned program for the center.
- that Career Center staffs not be tempted to measure their progress only by student's ability to list abilities, interests, and related occupations.
- that Career Centers structure programs that will bring students into the centers - not just once or twice, but frequently.
- that Career Center staffs complete a staff work sheet which assists in clarifying the allocation of staff time, the identification of programs offered, the utilization of equipment and materials, and the allocation of monies for the Career Center.

Public Relations

Student services personnel often do not seem to "toot their horn" as loudly and effectively as possible, for whatever reasons — modesty, ineptness, lack of time, etc. An excellent article by Dwight (1979) discusses a "Public relations design for college career counseling services." Dwight is a community college coordinator of career planning and turned to the tenets of effective corporate and institutional public relations for ideas. The formula found therein is summarized in the acronym RACE.

1. Research: define the problem and the publics, which necessitate data gathering and analysis. Through this process, several sub-publics, with common and disparate characteristics, were identified.
2. Action: develop a career program with six components — Career Information Center, credit courses in career decision making and life/career planning for previously identified publics, informal career exploration groups at convenient times, computerized information system with localized data, career forums, and a counseling faculty speakers' bureau.
3. Communication: begin with institution's internal organization and then its publics. Theme of internal communication was role that career counseling plays in attracting and retaining students. Specific communications included assessment of student career needs, personal contacts to discuss clientele's specialized needs, career newsletters, and faculty asked to contribute and critique literature and take part in listing of resource personnel. Referrals and other attention followed.

4. Evaluation of results: frequently overlooked; used a four-question survey to determine students' awareness of services, etc.

The article contains more detail, and the kind of encouraging increase in student awareness and utilization of services that the present author experienced while Coordinator of a Career Development Center in a community college.

Another report that pertained to public contact was Marrer's paper (1976) on career planning/placement for Firelands Campus. Helping students develop realistic career goals on that campus is a shared responsibility of faculty, administrators, and student services personnel. Thus, all offices are involved, and innovative programs are initiated that extend beyond the campus to include businesses and industries in a three-county area. Students develop realistic decision-making skills by participating in recruitment at county fairs and festivals, serving on vital campus committees, and being voting members of a campus-wide planning council. Administrators visit area industries and businesses to explain academic programs; faculty members visit high schools as part of a team; more than 50 business and industry leaders serve on advisory committees; and faculty are involved in placement resources.

Counseling

The heart of career guidance is the practitioner, whether it be counselor, faculty advisor, or someone else.

Many professional counselors received minimal exposure to theories of vocational choice, career decision making, and other related topics in their graduate preparation. Even now, one course in educational-occupational information services is often the only required course that is related to career development.

Inasmuch as a counselor is serving a total human being with needs, aspirations, indecision, etc., other (personal-social) counseling courses have relevance. Nevertheless, the lack of priority given to this area over the years by counselor education programs has produced a large body of counselors who are incomplete in their skills and/or uncomfortable in the implementation of career guidance activities.

This has been true of professional associations which have not focused on career guidance or community colleges to the extent that is deserved. An encouraging change in this pattern is seen in the list of programs at the 1980 convention of the American College Personnel Association. At least 40 programs or topics related to career development, life/work planning, etc., were presented.

What do college students look for in a counselor?

Some answers to this question are implicit in other sections of this paper in which the needs and perceptions of students were discussed. Studies show that community college students have predetermined views of psychiatrists, psychologists, and counselors, and prefer to go to different professionals, depending on the articulated need of the student. They tend to shy away from psychiatrists (cost? stigma?), visit psychologists for personal problems, and counselors for educational and vocational concerns. The distinctions may be diminished after the client feels comfortable with the helping professional.

A look at counseling generally brings a look at the counselor: what are the values, goals, needs, skills, etc., of this individual, and how are they influencing the client? Severinsen (1979) points out that the Protestant ethic has permeated many of the assumptions and behaviors of educators, in word and deed. He states that the Protestant ethic is a system of interrelated attitudes and moral judgments about work and economic behavior, as well as other aspects of life. Many workers are finding new meaning through other complementary roles provided by family, leisure, and civic life. He finds that counselors tend to reject the Protestant ethic, females more than males; high school vocational teachers endorse this point of view more than academic teachers.

In general (according to Severinsen's references), research suggests that students who exhibit a preference for occupations dealing with concrete things, physical products, and physical activity tend to endorse the Protestant ethic more than students with artistic, theoretical, and abstract interests. So the possibility exists for dissonance between the counselor and client.

Still observing the counselor, Nolan and Paradise's comments (1979) in their overview of community college counseling seems pertinent. They point out that counseling and student development programs should be complementary, not ancillary, to the educational process. The new student requires special counseling as his/her motivation, study skills, ability to budget time and resources, expectations of oneself and the educational system are often inconsistent with the requirements for success in the college setting.

The counseling staff must be receptive to this group, responsive to its needs, and creative in designing programs to satisfy those needs. The model student personnel worker should continue to exhibit empathy, genuineness, and respect. But these are no longer sufficient: also required are qualities of creativity, innovation, development, implementation, evaluation and follow-up.

Nolan and Paradise emphasize that community college students hold much more conservative and authoritarian attitudes than their counterparts at four-year schools. They are often under prepared academically and in other ways are "non-traditional." Thus, many of the familiar standardized testing instruments are not entirely applicable. (These authors believe that appropriate instruments are: College Guidance and Placement, Career Planning Program, Differential Aptitude Test, and the Career Ability Placement Service Inventory.) Therefore, counselors must be committed to the non-traditional, after having been educated in traditional ways.

These authors discuss student needs, and then conclude (p. 462):

> Once the needs are determined, programs can be designed to meet these needs. Such programs are as numerous and varied as the students requesting them and many include the typical areas of transferring, study skills, test anxiety, using the library, mid-life career change, assertion training, decision-making skills, women's reentry program, Human Potential Seminars, and the list goes on. The possibilities are limited only by the creativity of the counselor and, of course, the resources available. O'Banion lists 10 major reasons why many student personnel programs are ineffective. Several are (a) the facilities are inadequate; (b) the president does not support the program; (c) the dean of students is an ex-military man; (d) counselors have too many clerical duties; and (e) the universities are not preparing student personnel workers properly. The excuses for inactivity are plentiful and readily available; however, O'Banion (1971) has come to the conclusion that "the ineffective programs are closely related to the lack of personal and professional identity of student personnel workers themselves." (p. 77)
>
> Once programs have been researched, developed, and implemented the next logical step is to conduct follow-up and evaluation procedures to assure that what has been done was needed and was effective. Regardless of the findings, valuable information for future program design is to be gained.

Referring to the counseling process, Healy (Sept., 1974) presents an evaluation of a replicable group counseling procedure. He believes that a counseling procedure is replicable to the extent that it specifies the idea clients are to learn and the atmosphere to be used for facilitating their learning. The procedure of career counseling guides clients to:

1. Identify their career goals and assets.
2. Examine alternatives in terms of those attributes.
3. Select an appropriate one.
4. Plan to obtain training and entry.
5. Begin execution of their plan.
6. Evaluate their initial progress.

Several authors, using different terminology, seemed to be grappling with the issue of whether the emphasis should be on decision-oriented placement counseling or developmental vocational counseling, or some combination.

Rosenberg (1977) from his experiences as a career counselor, describes the games that the vocationally undecided play. Those familiar with TA and "Games People Play" will recognize some similarities in:

1. "Look how hard I've tried"
2. "If I only knew"
3. "Where the jobs are"
4. "Time crunch"
5. "Career hide-and-seek" or "Test and tell"
6. "Yes, but"
7. "Leap then look"
8. "Magic Occupation"
9. "Trapped"

In a report to the Illinois Community College Board on counseling evaluation guidelines, counseling was supported as a full partner with instruction in the educational development of students, and the following professional activities were accepted as part of a comprehensive counseling program:

1. Individual and goal counseling related to educational and career goals of the student.
2. Academic advising.
3. Human development instruction (curricular and/or co-curricular).
4. Consultation and collaboration with students and faculty.
5. Interest, ability, and needs assessment.
6. Appropriate referrals.

Additionally, the ICCB emphasizes that counseling must be evaluated, and provides guidelines for the evaluation of career planning and placement, of counseling, of academic advisement, and of student assessment and academic placement.

Finally, in Healy's book (1974) on career counseling in the community colleges, he suggests four similar characteristics of the 13 counseling procedures that were described, and which have application to all counselors who are attempting to improve their performance. He states (pp. 66-67) that:

1. First and most important, their replicability indicates that each procedure is a set of defined components with specific goals.
2. Several of the response repertoires can be employed with all procedures.
3. Each procedure assumes that deliberation about problems is helpful; each helps the client to deliberate about who he is and what he wants to become.
4. Each procedure also requires the client to accept responsibility for implementing the plans he makes in counseling.

Healy, in discussing assessment of vocational development, has the following summary table (p. 76):

	Career Counseling Criteria
Information factors	contacts with information sources knowledge about information sources attitudes about obtaining information extent of career information accuracy of self-knowledge self-acceptance knowledge about career planning extent of planning completeness of plans
Planning factors	acceptance of responsibility for choice and planning realism of plans ability to solve career problems attitude about career skills developed
Execution factors	satisfaction with occupation satisfactoriness of occupational performance

Courses and Workshops

Practically every campus has some type of structured group process format, usually for college credit, to facilitate life/work planning, career exploration, etc. Such classes or seminars typically include a variety of activities in self-understanding, exploration of career areas, leisure time activities, job search skills, and other topics. Such techniques as workbooks, speakers, assigned interviews, tests and inventories, skills identification, values clarification, computerized career guidance facilities, class discussions, individual counseling, etc., are used.

Bartsch and Hackett (1979) attempted to determine the effect of a decision-making course on locus of control, conceptualization, and career planning. In the experimental group, the authors were able to alter the locus of control toward internability; the participants were more articulate in describing career concepts; and the participants subsequently have given considerably more thought and taken more action toward resolving their career concerns.

Heppner and Krause (1979) discuss the common interests that undergraduates have in engaging in career planning. They want immediate job-seeking skills; to gain knowledge about specific careers; gain insight into one's self and career compatibility; identify non-traditional career interests; and gain helpful hints and insights. Consequently, they designed their two credit career seminar with the following course content:

1. building self confidence
2. eliminating self-defeating behaviors
3. self assessment — SDS, MAP, Adjective checklist
4. decision-making process
5. goal setting
6. resource identification and utilization
7. how to interview to get information
8. hand-tailored interview with instructor
9. career myths and work attitudes
10. professional enhancement
11. course evaluation and closure

The literature contains several references to separate courses and workshops for career decision making and for job-hunting skills (which hopefully include some job-keeping skills). There is some emphasis on sex roles, particularly since much of the clientele is reentry women who often need to be sensitized to the opportunities available beyond traditional female occupations.

Weiss (1978) describes the Confidence Clinic, located in an informal setting and designed to help women on Welfare to achieve and maintain self sufficiency. The clinic, which is a somewhat specialized learning experience, gives women opportunities for self evaluation, as well as information on job search techniques, training opportunities, community resources, understanding the problem of single-parent families, adult basic education, general educational development opportunities, driver training, home repairs, child development, family life, vocational and personality testing, personal problem solving, and wardrobe building. All this is accomplished in a twelve-week program.

Heller (1978) reported on a community college-high school cooperative project to provide after school Career Path workshops for eleventh-grade women students, the objective of which was to increase the number of women entering non-traditional technical and professional careers by providing occ/ed information and planning, and supplementary instruction in math and science skills.

In Healy's book (1974) on career counseling in the community college, some of the career counseling procedures that are described occur during classes, workshops, and other structured groups. He cites Ryan's (pp. 18-24) reinforcement method, in which the objectives are designed for a client to learn and apply career decision making skills. The client's secondary objectives are that he/she:

1. consider his/her aspirations and characteristics
2. consider and use methods for learning about occupations and training programs
3. set immediate occupational goals, and
4. ponder future possibilities.

Healy, under the chapter heading of "Counseling procedures for resolving deficits in vocational development," describes — among other procedures — discovery groups, such as Human Potential Counseling and Life Planning Workshops. One procedure termed Multiple Strength Perception Method (pp. 44-46) was used to help educationally disadvantaged students set educational and vocational goals. In the adaptations, each client is given the experience of publicly setting short-term goals with the commitment to report his/her progress to the group. Clients go through phases in the group process such as orientation, get acquainted, strength bombardment, goal setting, success bombardment, and discussion of values. They are told that goals should be: "describable, believable by the person setting them, achievable within a week, measurable, desirable, and specific."

The scope of this report prohibits an extensive examination of either the content or the process of any career development dimension, including structured group experiences. The above are given as examples upon which to build, and because some key elements have been rather carefully designed and measured.

Tools

For this short paper to list and describe a wide variety of the resources that are available does not seem a productive use of space, when comprehensive listings are available in such volumes as Hoppock (1976), Isaacson (1971), Herr and Cramer (1979), and Upton (1978). The selected bibliography following this paper contains the names of a number of texts and workbooks that are frequently used for courses and workshops in career exploration/planning/development and job search preparation.

Many counselors today do not make extensive use of standardized tests and inventories, but are using more locally designed or "homemade" instruments. There are, of course, a number of measurement devices that can contribute to the client's self-knowledge, if used and interpreted properly. Major aptitude or achievement batteries with norms for community college types of people include:

1. General Aptitude Test Battery
2. Career Planning Program
3. Differential Aptitude Test

Some colleges use all or portions of the CPP or DAT for placement testing. Others use:

1. College Guidance and Placement Test
2. Self-assessment batteries
3. Reading tests such as Nelson-Denny, with locally derived math tests
4. School and College Ability Test (sections)

(A separate report on assessment has been prepared, so this topic will be touched on lightly here.)

Commonly used interest, value, and personal characteristic scales are:

1. Strong-Campbell Interest Inventory
2. Self-Directed Search
3. Career Occupational Preference System Interest Inventory or revised COPS-R (which can be used with its cousins, the CAPS and CODES)
4. Kuder Occupational Interest Survey (form DD)
5. Hall Occupational Orientation Inventory

6. Edwards Personal Preference Schedule
7. Personal Orientation Inventory
8. Vocational Preference Inventory
9. Work Values Inventory
10. Ohio Vocational Interest Inventory
11. Career Assessment Inventory
12. Career Maturity Inventory

A measurement tool that is used by some colleges for a variety of goals is Cognitive Style Mapping.

There is an excellent chapter on "Assessment in Career Guidance" (pp. 329-351) in Herr and Cramer (1979).

There is also a great variety of career kits and games, which appear to receive limited use in community colleges. A partial listing from Chapman (1976) includes:

1. Career Cluster Game, grades K-12
2. Career Development Laboratory, grades 8-13
3. Career Folios - Ten career clusters
4. Career Games Laboratory, grades 8-13
5. Chronicle Occupational Briefs, 3 volumes, with College View Deck and Occupational View Deck
6. Job Family Series, grades 7-14
7. Life Career Games
8. Sextant Career Kits and Manuals

Also available, of course, are a multitude of other printed materials, films, slides, filmstrips, and tapes, which will not be listed here.

Considerable amounts of useful information are available through the articles and advertisements in the publications of the American Personnel and Guidance Association, Falls Church, Virginia, and its divisions. Readers are particularly encouraged to read:

1. Personnel and Guidance Journal
2. Journal of College Student Personnel
3. Vocational Guidance Quarterly
4. School Counselor

Another effective tool is the computerized guidance and information system. Oregon's educational institutions are closely associated with the Career Information System (CIS), with its computer terminal component and/or needle-sort approach. Some other relatively common systems are the System of Interactive Guidance and Information (SIGI), Guidance Information System (GIS), and DISCOVER.

Each system has its proponents. Some systems are primarily information givers, while others purport to engage the client in an interactive guidance and decision-making process. Research on effectiveness of computer systems vis-a-vis other guidance approaches is pretty minimal.

Some areas and states provide current job openings for the placement service, as well as general occupational and educational information through the computer.

Special Services for Special Populations

One of the purposes of this report was to focus on career guidance for the "high risk" student. To the extent that most students now come under the categories that were previously considered "non-traditional" and "high risk", this report has addressed this issue, particularly as it pertains to the older re-entry student. In another sense, however, the issue has not been confronted, because there is little written in the guidance literature that specifically relates to special needs and/or approaches, e.g., the person with weak communication skills and/or a history of job failures. (It must be acknowledged, however, that examination of the journals in vocational rehabilitation and other associated fields would no doubt have produced enlightening material.) In a broad sense, then, everything in this report is intended for, and can be adapted to, the entire range of students. In a more specific sense, there was some information available on services to women and to the disabled.

1. Women

Several authors mention workshops on non-traditional roles for women, support systems for women, family/school/career conflicts, self-image, career exploration, financial aid, job searching and occupational interest testing.

Davidson and Shoenhair (1976) described the new VIEW — Vocational Internship for Women. This was an experiment undertaken by the Foothill-DeAnza District in California to help mature women entering the labor force prepare for and acquire responsible careers. Objectives of the program are to raise each student's level of confidence and competence, to prepare each for employment in technical careers, and to promote positive attitudes of potential employers toward women's career aspirations. Program participants were assigned to one-year paid internships in technical fields for 20 hours a week.

2. Disabled

Rader (1975) discussed the core guidance curriculum that was designed to meet the needs of handicapped students at East Los Angeles College. Recognizing the psychological need of the handicapped student to be trained with the normal student, four minicourses were developed which centered around interpersonal relationships, career guidance, introduction to college, and study skills.

Sinick (1979), a long-time worker in this field, pointed out that the handicap is frequently less a consequence of the person's disability than of the attitudes of society. Young people with handicaps show significantly greater vocational aspiration/expectation differences than the non-disabled. Persons with handicaps have difficulty with such things as standardized tests, as their realm of experiences does not coincide with people in general. Thus, interviewing skills are even more important for the counselor. Even medical information is not always conclusive.

Sinick recommends getting the handicapped to work sites to visit and to demonstrate their skills, rather than having decisions made based on test-taking ability. He points out that, in counseling the disabled, developmental differences, specialized assessment needs, and occupational exploration are important considerations, but counselors must be aware of others.

Especially for handicapped persons, information that may appear purely cognitive passes through a thick affective filter. Counselors should contribute perspective, detachment, objectivity, and impartial interpretation. We must use the holistic approach—dealing with the total person and his/her family. And we must press for client participation; without involvement, handicapped persons frequently magnify a partial inadequacy into a totally negative view of self.

Academic Advising

As can be seen by previous comments in this report, the concept of faculty, administration, and student services personnel working in concert to assist students with career planning and decision making is crucial for the success of career education within the college.

However, a separate report on advising is being prepared and will be complementary to this one on career development.

Thus, the need for a strong advising program to enhance students' career development is merely acknowledged here.

THE ART OF THE STATE

(or, What's going on down on the farm?)

In this section of the report, career guidance activities in the community colleges of Oregon will be discussed. Although some information was obtained from most of the 13 schools, this is not an extensive and thorough coverage. The author apologizes in advance for any significant omissions.

As in many issues, Oregon holds its own in national comparisons. However, awareness and acceptance of career education/development must never be taken for granted. For instance, in the two issues of the OPGA Journal for 1979-80, there were no articles with a career orientation (are we too busy to write?).

On a more encouraging note, the Oregon Education Information Center Project (administered by the Educational Coordinating Commission) has established its product-oriented goals and strategies for 1979-80, several of which relate to clientele at the post-secondary level. Some of these are: to modify CIS sites to serve adults better than presently; develop a directory of occupational-educational information sources; develop a "how to" guide for generating local referral information systems; and provision of a series of community development and special focus workshops. The approach in teaching counselors to work with adults-in-transition is to emphasize the "Six Pack of Services" — outreach, information provision, advisement, advocacy, follow up, and referral. Most school and college counselors would do well to reassess their services in relation to these six areas.

The discussion of Oregon's activities will be organized under the same headings as used previously.

Need

In the brief contacts made with each campus, specific research reports that substantiated the need were not cited. All informants were aware, however, of such data as to their own campus situation. One important clue is the level of campus support for career development — not only most student services personnel and some key administrators, but even some previously skeptical faculty members. This latter and encouraging attitudinal change is facilitated by a strong in-service program for faculty advisors.

Program Goals and Systematic Approaches

Probably the right questions weren't asked in the telephone interviews conducted for this report; in any event, little comment was elicited concerning comprehensive goals and objectives for counseling and/or student services. Some reference was made to college-level goals which pertain to the educational and career needs of students as being ample justification for career guidance activities. At least two campuses are currently involved in looking at their programs, with the intent to write such program and system objectives. This appears to be an area in which each campus, and the state as a whole, could work together productively.

Career Centers

Most campuses have career/career development/life-work planning/etc., centers. The CIS terminal/needle sort is usually located in this setting, along with extensive printed and some slide-tape/filmstrip informational sources. Some campuses also have a list of community residents who are willing to be contacted and interviewed by interested students, who are exploring that particular field of work.

Public Relations

Use of radio, television, and newspapers, as well as other forms of publicity, were keys to one big college's displaced homemaker program. Two women also held 200 coffees in a year in locations off campus. Displays were set up for "hands-on" use in shopping centers, at a home show, etc. Coordination with several agencies was deemed important - Adult and Family Services, Community Action Programs, Neighborhood Services, CETA, Vocational Rehab, community members, YWCA, etc. The program also had a community advisory committee. Drawings were held to give away a "free class." Names and addresses on all the tickets were used for a mailing list for college information.

One suggestion that is being implemented is to give students "share cards" to pass on to friends if they are satisfied with a course or workshop.

Much of what is done in high school contact work can be put under the heading of PR (refer back to the discussion of PR in the previous section of this paper). Some colleges have high school relations teams that meet regularly (even monthly) with representatives of all area high schools. Such special events as career information fairs, visitation days to the campus, and open houses would also come under this category.

Colleges also set up exhibits and personnel at fairs and other public places as well as the previously mentioned shopping centers. To market their educational opportunities, one school offered short courses - 1 or 2 sessions — in February to lure people to the campus before spring term registration.

Counselors are visiting a variety of vocational-technical business, liberal arts, and developmental classes to give a brief overview of career planning, decision-making services available, etc.

Advisory committees for student services or counseling are a useful way that is used on some campuses to keep in touch with student, faculty, and community ideas and concerns.

Counseling

One counselor has a "success group" — students who have been put on probation and must take her class before being allowed to re-enroll. Emphasis is on image-building, developing self confidence, etc.

Some campuses have (and others are contemplating) use of paraprofessionals (many of whom are well educated), student aides, or counselor aides. (The term and concept "peer counselor" is less frequently heard now, perhaps because more training is required.) These students, older adults, etc., often are used to provide assistance with CIS and other resources, in outreach (on campus and off), in assisting with high school relations, with new student orientation, coordination of career centers, and in other tasks.

Every campus, of course, has individual and group career counseling opportunities. Almost all mentioned that students were also referred to and from faculty advisors and other instructors. Larger campuses may have one or a few persons who specialize in the teaching of courses, workshops, etc., and/or coordinating career resource centers, but the trend is to expect all counselors to incorporate a career emphasis in their counseling, as appropriate. The definition of "career" as including a wide variety of life and work concerns has been accepted in many places; thus, "career counseling" is palatable to those who may resist "vocational/occupational guidance."

Courses and Workshops

A wide variety of classes and workshops/seminars is held, including such titles as: Interpersonal Development for Women, Career Development, Personal Assessment and Career Exploration, Effective Study Skills, Cooperative Education, Personal Development: Stopping Test Anxiety, Survey of Electronics, Computer Concepts in Society, Assertiveness Training, Resume and Interview, Career and Life Planning, Workshop for Women in Careers, Values Clarification, Confidence Building, Stress Management, The Whole Person, Single Parenting and Careers, Coping Skills for Stress and Depression, Alcohol: The Challenge to Family and Career, Career Goals and Family Relations, Women in their Middle Years, Careers and Divorce, Overcoming Shyness: Improving Interpersonal Skills, Decision Making, Career Analysis, Human Potential, Career Planning, and Career/Life Planning. By far the majority of campuses have one or two courses in the area of career exploration/planning/decision making, and one or two courses on workshops in job skill preparation. The other titles are from a couple of the largest campuses with special programs.

Related courses with such titles as "Personal Development" also have career implications. Orientation courses or workshops include career exploration activities.

Credits vary from 1-3, often with an option for the student to select the number of credits.

A workshop called "How to Find a Job" is run for one credit over four weeks, and then repeated. Sometimes "Orientation for College" is required of those students with a specified minimum number of credits.

Some texts that are used are Chapman, Michelozzi, Loughary and Ripley, Bolles, Bolles and Zenoff, Shertzer, and Chapman. Some campuses use exclusively or almost entirely instructor-made materials.

Several campuses are going to career seminars of 12-20 hours (or thereabouts) for life-work planning, re-entry women in non-traditional fields, etc.

Often the job placement officer is responsible for courses and workshops on job-search skills — interviewing, resumes, etc. One campus includes such a course as a requirement for graduation.

Several campuses are providing 10 to 20 hour seminars for the public, and find that one fourth to one half of the participants will later enroll.

In one career exploration approach, students are exposed to occupational opportunities in a particular cluster for one credit in fall term, and then are transferred to work settings in the following term(s).

Tools

Most campuses have CIS, terminal and/or needle sort. Students can also take interest inventories, participate in cognitive mapping, go on a career visit, listen to human development and job search tapes, and participate in other related activities.

Most frequently used instruments are: Strong-Campbell Interest Inventory, Self-Directed Search, Work Value Inventory, Career Assessment Inventory, Edwards Personal Preference Schedule, Kuder, Hall Occupational Orientation Inventory, and the General Aptitude Test Battery (although several don't use this; rather they refer interested persons to the Employment Service). Some would prefer to use the Career Planning Program (ACT) more extensively, but have found it too costly thus far.

One campus reported use of a non-sexist vocational card sort.

The College Guidance and Placement Battery (CGP) is by far the most commonly used placement instrument. (See Jewell Manspeaker's report on Assessment.)

Special Services for Special Populations

A large school's displaced homemakers project reached off campus and talked with women. When the staff discovered the women's needs, they were able to encourage many members of the public to come to the campus. There the women could work in one or more relatively non-traditional occupations for six months — then make decisions on fields of study. In counseling, these women came with kids and problems. They needed not only vocational training, but assertion training, parenting instruction, and family counseling. The staff at this institution is now making a list of cooperative agencies and businesses to find jobs for their clients. Day care centers are also provided.

Some women's re-entry programs are CETA funded, and others have Displaced Homemakers money. Some programs for women have found evening hours to be much more successful for attracting students. One college has a course called "Non-traditional Experiences for Women" as a new project — a one-credit class with some exploration activities and then two or three weeks' job experiences in fields related to that college's curriculum.

Project EXPLORE helps young and old who are undecided on career or at a mid-career change point. Students take classes, have their own counselor, take a battery of placement tests, keep a journal, and get work experience. This project is an experienced-based career education activity.

Counselors work in learning skills centers, providing individual counseling and offering credit courses for remedial students in orientation to college, study skills, and personal development.

At least one college has a designated staff person working with native Americans. Rather than having a special program or classes, recipients of these services are counseled, placed into developmental studies to improve verbal and math skills (if such placement is necessary), and then assisted with career planning and placement.

Academic Advising

Most campuses have a system of faculty advising. In a few cases student services personnel are assigned to do practically all of the advising, with instructors as resources. Usually one counselor coordinates the advising program. Some staff development workshops are held, but the consistency of these, and the administrative entanglements (involving Student Services and Instruction) through which these programs are handled, seem blurred and confusing.

Typically (although research is hard to find), it appears that those faculty members who are good advisors and are interested in the total needs of their students, are more inclined to spend some time in class in discussing the vocational and avocational uses of their particular discipline.

(See Bill Segura's report on Advising for more information.)

COMMENTS AND RECOMMENDATIONS

Obviously, the previous section on career guidance activities in Oregon's community colleges does not do justice to the current scene. Nevertheless, some observations are possible:

1. Oregon's community colleges provide as wide a range of services and resources as any in the country, when compared by size.
2. An extremely fruitful activity would be for Oregon's public schools and community colleges to write a career development continuum K-14, that would allow for greater articulation and a smoother transition for Oregon's students as they move through the educational system, and would also provide a usable vehicle for identifying an individual's current status in career development.

   Such an endeavor would emphasize the careful attention that is being paid to such important elements as (to use Hawaii's terminology) social relationships, economic efficiency, and civic responsibilities. The state's colleges are doing reasonably well on "self-realization." (See discussion of Hawaii publications in section on "Program Goals and Systematic Approaches.")
3. At the state level and at the individual campus level, much more planning and implementation should be devoted to incorporating the totality of the career education concept throughout the campus program. Counselors could take the lead.
4. Some centralized state agency should be designated as the office which will obtain community college career guidance materials (print and other media) and arrange for practitioners to examine them conveniently before investing limited funds for purchases

of information materials.

5. Community college student services personnel should work with counselor educators in the state's colleges and universities to design a professional counseling preparation that has a strong emphasis on community college counseling and on career guidance/ development.

6. Nationally and in Oregon, the only subpopulation that is receiving considerable attention and service is re-entry women. At the national level (but not too noticeably in Oregon), there is some discussion about the physically and mentally disabled. Very little is written about special programs for the students who enter with basic skills that are significantly weaker than those of most current students. No mention was found in the literature of checking the readability level of texts and workbooks in career guidance, much less having special sections.

   The 1980s will continue to be an era in which community college students will be more alike than different, but within the student body there will still be noticeable subpopulations. Their needs must be identified and met.

7. On a regular basis, counseling staffs should write, re-write, and/or assess progress toward their college, department, and personal goals. Colleagues who are effective in this area could be listed as consultants with the State Department, and called upon by other campuses to provide a fresh perspective.

8. Two other weak areas for many campuses besides the writing of measureable and meaningful goals and objectives are public

relations and research/evaluation. Similarly, help from within or outside the state should be made available.

9. Little mention is made in the literature of cooperative projects with secondary schools or with such agencies as CETA, Employment Service, Vocational Rehabilitation, etc. Such endeavors are beneficial to both parties to assure that limited funds are not wasted in duplicate activities, and to facilitate a smooth transition for the student who is moving from one service agency to another. Clearer communication can be achieved if meetings of agency personnel are held regularly to assist in understanding changes in federal and state regulations (and their interpretations).
10. On some campuses, cooperative work experience is under student services. On other campuses, developmental education is. As part of the aforementioned reassessment of goals, personnel should look at more efficient administrative structures.
11. Although there is some recent encouraging news to the contrary, counseling practitioners at the community college level seldom find time to write about what they're doing in the professional journals (The survey was done over the past few years in the Personnel and Guidance Journal, School Counselor Journal of College Student Personnel, and Vocational Guidance Quarterly.) Perhaps it should be made part of a department's goals that every year at least one article will be submitted for publication.
12. Although there is (obviously) no one model for career guidance that fits all situations, student services staffs would benefit, when working through the planning process, to consider:

a. The three definitions (career education/guidance/development) on pp. 1-2 of this paper.

b. Some of the studies of student needs (pp. 4-5).

c. The diagram that shows the relationship of career development and career preparation in career education. (p. 8)

d. Table II which shows the 3 dimensions and 5 components of a theoretical model.

e. Herr and Cramer's 5 stages in a systematic approach to career guidance (p. 11).

f. One's reactions to the highly desirable features of a "model career guidance program" described on p. 14.

g. Several of the components about career guidance centers, as the centrally located hub of career services (pp. 15-17).

13. Much more attention should be paid to outreach activities—taking services into the community, as well as into liberal arts classes, developmental centers, etc., on campus.

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